Break

Soul searching

A happy year of machinations, donnish jokes and dinner table conspiracies lies ahead for Oxford cognoscenti. The College of the Souls of all Faithful People deceased in the University of Oxford (plain All Souls to you and me) has declared that it will decide this year upon a successor to the retiring warden, John Sparrow.

Furthermore the university has decided that it can now afford to fill the Chichele professorship of political philosophy left vacant since the retirement of John Plamenatz, a chair long graced by Douglas Cole and then by Isaiah Berlin.

Meetings are already going on for the All Souls job. And clearly progress is being made. Rumour has it that a recent five-hour session resulted in the elimination of one of the 23 candidates. Meanwhile Bernard Williams, Knightsbridge professor of philosophy at Cambridge, seems still to be the front runner despite the opposition of the outgoing warden. The warden is reputed to have declared: "You can't appoint a man like that. He'll have women in the place before you can say Joan Robinson."

As to the professorship, that too is being hotly contested. Among the names in the arena are those of Anthony Quinton and Antony Flew. But there is apparently a dark horse in Canada and plenty of skirmishers—some described recently by a detractor as "minor league sharpies."

A nice new word (new to me anyway) has been drawn to my attention: mulligrubs or, alternatively, mullygrubs, meaning a despondent, sullen, or ill-tempered mood.

Side by side

Those who have been wondering whatever became of that brave new pressure group PRISE—Programme for Reform in Secondary Education—launched last October will be interested to know that any similarity between it and the Campaign for Comprehensive Education has ceased to be purely coincidental. The two organizations have joined together, sharing space and the administration services of Maeve Denby in Putney.

Each organization will keep its own name. CCE (president, Dame Margaret Miles) will be the political wing. It will continue to produce its journal (co-editor, Caroline Benn) and will carry on lobbying and campaigning for comprehensive organization. PRISE is to preserve a more academic stance, doing research, producing papers and setting up local groups to sort out the bumps in running comprehensive schools—a sort of think tank for the movement.

To which end, two conferences are to be held in the next few months. The first, on March 20 at Portsmouth College of Education, is being organized by George Walker on the common curriculum. The second, organized by Maurice Eagan at Bedford College on April 24, will be about school management. Taylor committee please note. Information from Maeve Denby, 17 Granard Avenue, London SW15.

Eastern promise

The delicate, subtle art of watercolours may, sadly, like the novel, be a pleasure of the past, but for those old-fashioned enough to be interested in the technique, the British Museum's exhibition of Japanese prints and paintings from the Maruyama/Shijo school is not to be missed.

The late eighteenth and nineteenth-century work of the group of artists who gathered around Maruyama Okyo and his successors in Shijo Street, Kyoto, has been chosen by the museum for the first in a series of exhibitions of Japanese paintings from their wide ranging premanent collection.

The Maruyama/Shijo school broke away from the rigid conventions which dominated Japanese painting in the middle of the eighteenth century. They drew their inspiration from nature, from the misty mountains on their doorsteps and the goings on in the local streets. Birds, fish, flowers, animals, trees are painted with pale, luminous colour washes and deceptively simple brush work of extraordinary virtuosity. The street scenes like this detail from a hand scroll showing a procession of pilgrims painted by Ueda Kocho in the first half of the nineteenth century have a vivacity which sometimes tumbles over into burlesque.

The exhibition, in the Oriental Antiquities Gallery 2, is open until March.

Virtue rewarded

There has been a local vote of confidence in Countesthorpe College, Leicestershire's innovating upper school. Di Griffin, now deputy at Countesthorpe and one of the founder group of staff, has been appointed head of Broughton Astley, a brand new junior high school that will become one of Countesthorpe's feeder schools.

Di Griffin came to Countesthorpe as head of the remedial department. Her philosophy was to get the remedial people out working all over the school, rewriting materials and advising staff and giving special help so that the slower pupils could keep going with the others. But she also became the chief shock absorber and most comfortable shoulder for teachers and staff as the school hit rough water with politicians and some parents.

She was one of the group in front crying "forward" when the pressures to draw back were strongest, and one of the inventors of the mini-school system which helped to settle down the school. She became deputy when John D'Arcy left to become a head in Wiltshire. Her appointment to the new school will be a cause of much relief and much regret to Countesthorpe.

Student shuffle

Whatever happened to that image of revolting students? Where are those pot-smoking, flared-hipstered, flower power people of yesterday, toting poster slogans supporting the International Day of Solidarity with the People of Panama Struggling for their National Liberation?

Could the decline of student atrocities be related to an increase in campus activities which keep those marching feet firmly pointed in other directions?

Well, Sussex University—every trendy liberal's favourite university in the late sixties—is now offering ballroom dancing lessons run jointly with Brighton Polytechnic and College of Education. Styles include the jive, cha-cha-cha, quickstep, waltz and tango. Professional instructors are employed and a strict tempo is assured.

Those with two left feet are catered for and Latin American dances (shades of Panamanian Struggles?) are a speciality. They even had a ball at Sussex last week with spot prizes, potatoes in their jackets (with cheese), trifles, gateaux, cheese flans, bouchons, party boats and bridge rolls.

How much longer before this new move towards formality, decency, and old fashioned values sweeps the country? Will mothers now spend weeks sewing sequins on yards of pink tulle? Where *can* you buy patent leather pumps these days?

Aristides

"*Sorry I'm late sir, I've been watching Concorde.*"

BUCKLEY

The wind bloweth where it listeth. The subject of education penetrates to some unexpected places too. A leading article in *The Connoisseur* looking back on European Architectural Heritage Year urged that although people might now be more aware of the historic houses in their midst they still needed to be educated to the proposition that if a house is the body, its furniture and objects are its soul. This indeed was a matter on which something should be done to educate the educators.

The article noted that the Historic Home Owners Association hope to make 1977 Historic Houses Education Year. It noted too the activities of the Furniture History Society. Both of these organizations have recently held a symposium.

"Many people involved in both discussions", *The Connoisseur* commented, "urged that local museums and colleges, even universities, should be encouraged to treat a historic house as more than just one entity; a house should be treated like an archaeological site, with work undertaken on every aspect of its history from tithe maps to Edwardian electric lights, eighteenth-century accounts to the Victorian billiards room. Every house so considered contains the stuff of a dozen theses, and leads to a greater awareness that house and contents are in truth body and soul".

I do not know if *The Connoisseur* is read at Eton College. I hope that it is. The journal seems to take a broader view than they have yet managed down at Windsor. But there is progress. I quote William Hall from London's *Evening News*:

The door to a little-known Aladdin's Cave is being opened a crack with the decision of Lord Caccia, the Provost of Eton, to allow the great British public to have a peek at some of the college's rare treasures.

At arm's length, I should add . . .

The treasure trove includes a museum full of Tutankhamun-like Egyptian relics, precious hand-written books going back to the times of William the Conqueror, and pictures by some of Britain's masters such as Gainsborough, Reynolds and Romney.

There is also enough silver to make the sturdiest of tables groan—a collection rivalled only by the Queen's at Windsor Castle.

But there will be none of the vulgar "Pay your 50p and gape at your national heritage" habits. At Eton, scholars will have to write for personal appointments if they wish to glimpse the treasure trove.

The rest of us, however, will be able to admire them in a sumptuous book about to be published with 32 colour plates.

That was the gist of the matter. But there followed a curious paragraph:

The book is edited by Mr James McConnell, a former Eton housemaster. He tells me: "I think a friendly writer would make the point that Eton has all these possessions in trust, which by this book are being known to a wider public".

That reads to me suspiciously like somebody telling the journalist how he should write his report for the *Evening News*. If it was, I am glad that William Hall ignored the hint. He pointed out that the width of the public was confined to those who could spare the price: £8.50 a copy.

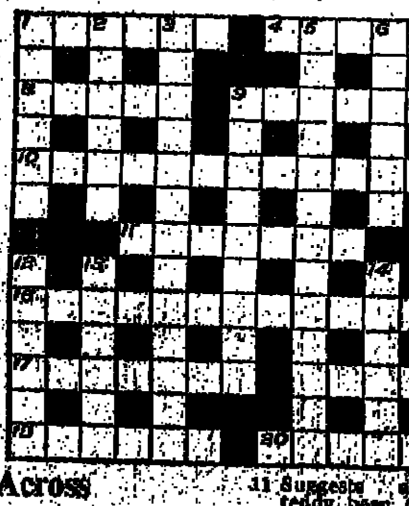
Incidentally, I wonder just how far the career of that well-known Etonian, Humphrey Lyttelton, might have been enhanced if somebody had enabled him when he was young to attend the Reno International Jazz Festival. Perhaps somebody did. Or perhaps in those days it did not exist. I do not know. But the festival does exist now and in *The Sunday Times* Derek Jewell waxed angry because our National Youth Jazz Orchestra could not raise the money to go there.

"As an all-music man", he sounded off, "I have no wish to be divisive. But how much longer will the balance remain so heavily weighted against seriously (which doesn't mean dully) conceived and played popular music? Scores of thousands of pounds are given to symphony orchestras (schools and otherwise) by governmental sources, and who would argue that this is not repaid in both cultural (and foreign currency) terms?

"Yet only a minority of British professional musicians—say one in 15—work in the classical field. Are not those young musicians who will go on to delight millions, to bring back the lion's share of desperately needed overseas earnings, worth encouraging and training too? The neglect of the NYJO, with their quality, impressive track record, and their admirable self-help attitude, is a cultural disgrace."

Well, you can see that Derek Jewell has a point. But is he not pitching it rather high?

Crossword No 1,018



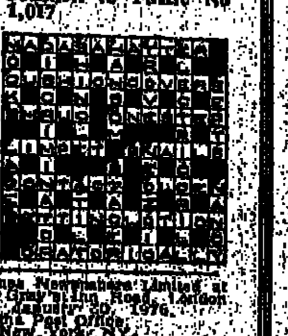
Across

1 Could have been one of a famous band of horsemen (6).
4 Are they worn on the edge of fashion? (6).
8 No sense of direction for a life on the ocean wave (2, 3).
9 How to ensure short conditions? (7).
10 Suggests a poetical salon women (4, 2, 7).
11 Suggests a fake teddy bear (7).
16 Patients bound over? (5, 5).
17 Keep delinquent head and hands out of mischief for a while (7).
18 Numbers are largely brown (5).
19 Face-maker? (6).
20 Heavenly description of a clear night (6).

Down

1 Hopefully hold the catches (6).
2 Lateral aspect of footballer in scoring position (2, 4).
3 He is of course utterly reliable (1, 3, 2, 3, 4).
5 Tribunal that leaps to conclusions (8, 5).
6 Decorative strip (6).
7 "The cool kindliness of —— that soon Smooth away trouble" (R. Brooke) (6).
9 Quite different from hard cash (4, 5).
12 If one opts out one is left with a small advertisement (6).
13 Original copper (6).
14 Connects pressure points (6).
15 Hawk with specially large kill (6).

Solution to Puzzle No 1,017



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Bridge

The birth of system

For 40 years, everyone has been searching for a system which is equally adapted to rubber and duplicate bridge; it is more elusive than ever. The nearest to a universal language was founded upon the original "big" One Club, which later provided the nucleus of the "precision" system and is still the easiest convention for beginners if they ignore modern refinements which complicate it.

Any four-trick hand was strong enough for an opening One Club, if the tricks consisted of aces and kings. In responding, the partner had not yet learnt to be guided by points, but he knew that with two tricks he could invite game and without them he gave a negative answer of One Diamond. Thereafter the bidding was natural. This was before the time when the opener expected to find four trumps after a trump raise and a specific number of points when he had been raised in No Trumps.

North South game; dealer South. South scores the maximum if he is allowed to play in Three No Trumps.

It looks too easy, but West can keep his opponents out of game only by a preemptive Three Spades or by a take-out double of One Club. The auction becomes a battle of wits in which South looks for a plus score because he knows that North, who has passed One Spade, is too weak for a game unless the clubs are solid and produce six tricks.

North: ♠ Q 8 ♥ 10 9 6 4 3 2 ♦ K 6 4 ♣ Q 8

West: ♠ A J 9 7 6 3 2 ♥ A K ♦ Q 8 2 ♣ 7

East: ♠ 4 ♥ J 8 7 5 ♦ J 10 9 5 ♣ 10 5 4 3

South: ♠ K 10 5 ♥ Q ♦ A 7 3 ♣ A K J 9 6 2

South	West	North	East
1 Club	1 Spade	No	No
1 No Trump	2 Spades	2 No Trumps	No
3 No Trumps	No	No	No

At duplicate partners are not so much engaged in a battle against their immediate opponents as seeking the par score on the deal. West knows that he may safely bid to the three level because he is unlikely to take fewer than seven tricks. How far can North-South afford to go? With 24 points between them they cannot expect to make more than Two No Trumps, and South's bid of Three No Trumps is partly a bluff in order to drive West into a contract which can be penalized.

So far, I have treated North as if he could see through the back of the cards that his partner held a long minor suit with protection in Spades. But now we inevitably must consider suit-length. Can North refrain from bidding Hearts? On the first round yes, because he should wait to hear from his partner since he cannot promise two defensive tricks.

When South rebids One No Trump, should not North take the opportunity to bid Three Hearts over Two Spades? Unequivocably, no. If South wished his partner to bid his suit he would have doubled One Spade for a take-out; the One No Trump must suggest either a long minor or a minimum of four sure tricks combined with protection in Spades. He is not looking for game but making the most of his cards.

At duplicate South would possibly stop in Two No Trumps, explaining that he made game because all his cards were pulling their weight. More probably, North will play in Three Hearts, or West in Three Spades, and neither contract will be made. East-West might obtain their best score by allowing North to play in Three Hearts undoubled and conceding 200, because they cannot be prevented from taking five tricks in trumps.

Edward Mayer

هكذا من الأصل

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Bullock plus One

The Bullock report on reading and language was published a year ago. What impact has it had? This week we begin a three-part series to answer that question.

It starts with a special TES survey on what local authorities have done. This shows that:

33,547 teachers have attended conferences on Bullock

75 l.e.a.s have a reading clinic or remedial centre

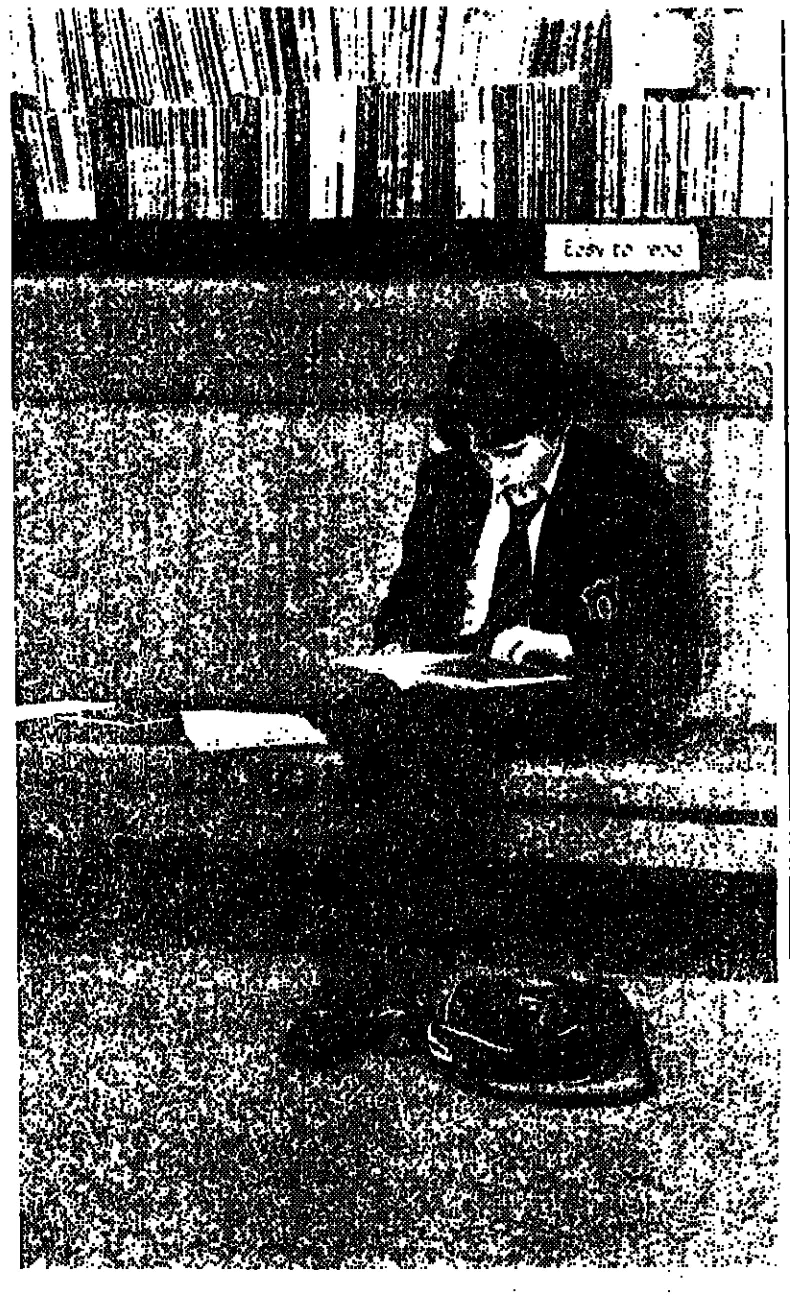
38 l.e.a.s have no specialist English adviser

56 l.e.a.s have started experiments to develop pre-school language ability

Survey, plus articles by two committee members, Diana Hutchcroft and Michael Marland, pages 21-24

Next week, articles by Joslyn Owen, Alan Little, John Rennie and June Derrick

And in the third week there will be an account of a special TES conference at which 50 educationists, led by Lord Bullock, discuss the report



No more fair shares

The ILEA have been told that their banding system, designed to share out the most and least able pupils among their comprehensives on transfer, is likely to become illegal under the new Education Bill. Philip Venning reports page 3

Boyson in the bag

Last minute evidence at the Tyndale inquiry turns out to consist of correspondence between Dr Rhodes Boyson and teacher Mrs Dolly Walker. The letters were discovered in a plastic bag in Mrs Walker's garage. Mark Jackson reports page 4

Parent power up to a point

Schools Council report says parents want to play a bigger part in their children's education, but have "little desire" to interfere with the way schools are run at present page 5

Middle ages

Bob Doe visits a middle school to examine the special curriculum needs of 8-13-year-olds page 10

Clown of God

Edward Thorpe looks at two recent accounts of the rise and fall of Nijinsky. page 25

Film of the book

Edward Neill gives an unvarnished account of contemporary book programmes on radio and television. page 94

Extra
Music

Methods, courses, choir schools; starting a record library, instrument making, training and opportunities, reviews. pages 43-54

Foreign, pages 16, 17
United States: discipline is main problem, parents tell Gallup; Sweden: mother-tongue teaching for immigrants may be on the way; Ireland: Ulster far ahead of Republic in spending.

Letters, pages 18, 19
Common exam system; university standards; transatlantic tendencies; spin-off from *Jaws*; replies to Sir Arnold Weinstock.

Books, pages 26-31
Anthony Quinton on Raymond Williams's *Keywords*; Nicolas Walter on the literature of the left; Robert Shields on mother-power; reading, history, sport and hobbies.

Resources, pages 31-33
Andrew Lycett on an exhibition on the theme of development studies at the Commonwealth Institute; Anna Sproule on the future of ILEA's training scheme for media resources officers; reviews of reading and language materials.

Features, page 35
Owen Watkins on social education centres in Holland

Arts reviews, pages 94-95
Edward Neill on books; Heather Neill on theatre and education; Victoria Radin on Peter Brook; Christopher Griffin-Beale on R. F. Mackenzie; Barbara Tizard on a new in-service series on nursery education, film and ETV review.

Leaders, page 2; Personal column, page 4; In brief, page 20; Sport, page 20; Netherlands notebook, page 96; Buckley, crossword, chess, page 96.

Classified ad index 37

Teaching in a buyer's market

Back in the good old days when almost all *TES* readers were employed or assured of a job, education was a seller's market. The signs in the labour exchange now read very differently. The higher educational counter is virtually closed, and some employers in the maintained sector are getting sniffy, not only about the quality of workers they hire but also as to whether they really need all that many of them. Teachers, along with civil servants, are learning that the ugly euphemisms of hard times, like "shake-out" and "natural redundancies" are liable to be turned upon them.

The Teacher Quota, begun as the means by which the Department of Education and Science helped to ration scarce teachers among competing local authorities, now looks redundant. After all, in 1976, who is competing? Given another twelve months, the quota could be a dead letter, merely commemorating different times and different problems. It is no longer a question of limiting the appetite of authority A for a scarce commodity, so authority B can be satisfied, but of ensuring that all authorities take on enough teachers to maintain schools in the style to which they have become accustomed.

All this is causing acute anxiety to the National Union of Teachers, who see revision of the quota as the next step in Mr Mulley's retreat from the earlier commitments of the Department towards teacher employment (page 3).

It is now becoming clear that neither the Secretary of State nor the local authority associations are prepared to continue with the quota in its present form. Till now, the size of the quota has been determined by the number of available teachers, including those coming out of the colleges and education departments. It is quite unreasonable to expect that the Government should now publish teacher allocations based solely on the single criterion of the availability of teachers, when it is Government policy that the size of the teaching force should now be determined by another criterion—the availability of the money to pay them.

It makes a lot of sense, therefore, to talk now of a new kind of quota, based on the total number of teachers for whom allowance has been made in the Rate Support Grant. This still will not guarantee that this number is employed, because the constitutional links between central and local government do not allow the DES to attach any educational strings to the money allocated through the grant. Nevertheless it will give the teachers' unions, the Secretary of State and the local authority associations who would be a party to the new quota scheme, a powerful weapon against l.e.a.s who threaten to fall down on the job.

The alternative would be to abolish the quota altogether, as the hardliners in the counties would like—to revert to the *status quo ante* and remove any national yardsticks against which local authority staffing policies could be matched. The quota scheme is far from perfect. It does not give a true picture of staffing because important categories of teachers, including part-timers, are not counted against the quota. At least it is a figure which can be easily understood, and it gives the teachers' unions a benchmark on which their negotiations with individual l.e.a.s can be based.

Nothing in the sombre prospect for the next year or two suggests it is time to give the county treasurers a free hand. As to the proper level of staffing for which financial provision should be made, there is no way of deciding that, except by judgment and negotiation. It is clearly going to be an increasingly important part of the teachers' unions national responsibilities not merely to defend present staffing standards, but to fight the case for continued improvement when this again becomes possible.

No comment

"*There is a small dark room that can be used by teachers. This facility is popular so please ring to book the room in advance.*"—from a guide to Lambeth Teachers' Centre.

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Bullock Plus One

This week and on the next two Fridays the *TES* will carry a series of features on the occasion of the first anniversary of the Bullock report, under the collective title "Bullock Plus One".

The centrepiece of this week's feature (page 21) is a survey made by the *TES* with the much-appreciated cooperation of the local education authorities, of the extent to which the major Bullock recommendations have been carried out. The l.e.a. rate of response to the questionnaire—96 out of 108—is itself an indication of the interest which Bullock has aroused. No simple questionnaire can measure the difference between what are nominally the same policies in different areas. What is clear from the valuable comments sent in by respondents is that there are wide differences, and that these are not entirely due to the availability of money.

Also in this issue, Dorothy Hutchcroft and Michael Marland, two members of the Bullock Committee, offer their comments on the past 12 months, and Virginia Makins briefly outlines the Secretary of State's response to Bullock—the brevity being enforced by the failure of the department to act decisively on any major recommendation in the many months which have elapsed since the report arrived on the minister's desk.

Next week there will be further articles on Bullock from Joslyn Owen, Alan Little, John Rennie and June Derrick. And finally, on February 20, we shall carry a report on a conference held at *The Times* yesterday, presided over by Lord Bullock and Dr A. H. Halsey, and attended by an invited group of participants with experience and responsibility in the areas covered by the report.

The *TES* articles will serve as working papers for the conference, and these, together with the conference report and the 12-page summary of the Bullock report, which was originally published in the *TES* on February 21, 1975, will then be reprinted and made available as a separate publication. Full details of publication date and price will be published in a forthcoming issue.

Banding banned

Late in the day the ILEA have realized that the Comprehensive Education Bill now before the House of Commons will, if passed in its present form, outlaw their system of banding children for secondary transfer. Such slowness is curious in that Mr Edward Short's Bill in 1970 would have had the same effect and this was singled out for criticism in debates at the time by Lord Boyle.

The ILEA transfer system has two peculiar characteristics. First is the rationing of children in the top and the bottom band between schools. This policy brought in in 1972 was designed to see that the small number of band one children left after the grammar schools had taken their pick—some 10 per cent—were shared among the comprehensives, so that everyone got some. It was also designed to see that no school got more than its fair share (25 per cent) of the below average band. Second, all placements in maintained secondary schools are made not by the schools but by the divisional offices of the ILEA. In making their allocation, divisional officers must have regard first to parents' wishes and only when a school is oversubscribed, to the rationing principle, to putting children into their nearest school and to keeping siblings together.

This scheme of secondary transfer has not been altogether popular. It has led, as any arbitrary system will, to ridiculous anomalies. Because those most often failing to get their children into the school they preferred have been conscientious parents of clever children, there has been much noisy and hostile publicity. None the less, when the ILEA consulted teachers' organizations and the school governing and managing bodies in 1974 they found an overwhelming consensus in favour of the system, at least until grammar school selection was ended and experiments with linked primary schools could be further studied. They found little support for a return to a general free for all or for neighbourhood zoning.

It would, of course, be possible to amend the Education Bill to allow the use of banding to ensure an even intake between schools, subject to the Minister's approval, but Mr Mulley is known to be against accepting such amendments. The DES view is that the ILEA's system was designed to cope with an acutely competitive situation which will cease to exist with the ending of grammar schools in London. With the whole of band one available, it should no longer be necessary.

There are those in the authority who agree, pointing out that most parents get the school of their first choice and the redistribution policy only affects a few hundred children. Removing admissions from schools to divisional offices has been, they argue, much more effective in creating an even intake, and this will continue unchanged.

Others feel differently. Some of London's most difficult schools have been given a breathing space by the redistribution policy and they will be sorry to see it end before they have had time to prove what they can do with a brighter intake and fewer problems. They are joined by some grammar schools who are going comprehensive, namely those in more rundown areas who have been led to rely on the policy to ensure that they would at least get their share of bright children.

It would certainly be unfortunate if the ILEA had to discontinue a transfer system which gives them control over patterns of intake, just when they have to grapple with integrating the grammar schools. However, arrangements for 1977, the year the grammar schools go comprehensive, would only be affected if the Bill becomes law before about August when plans for September, 1977, are made. Furthermore the clause of the Bill laying down the comprehensive principle with which the banding does not conform has no mandatory force in itself and is undated. While the authority will not want to appear to contravene the act, there is no reason why they should not delay that stage of their move away from selection while they complete the more major operation. That would then give them time to study and develop the experimental schemes with linked primary schools. Such schemes are seen as the best alternative and should, with the ending of selection, go some way towards mitigating the effect of purely geographical catchment areas with all the transatlantic connotations of zoned housing, bussing and estate agents' bonanzas. Without some such control, London could find themselves settling for a system of neighbourhood schooling which has been shown in the States to be social divisive, to an extent unlikely to appeal to a Labour ILEA.

Death-knell tolls for science

K. W. Keohane

"Rationalization" has come to be the academic equivalent of company streamlining. (I do not think we have yet reached the asset stripping stage but perhaps it is to come.) Almost invariably the term is used as a harsh euphemism for reduction or phasing out of staff or students or courses or even institutions.

Teacher education has had more than its fair share of such interest, and the message is now extended in the recent memorandum from the DES on Rationalization of Initial Teacher Training Provision.

At last, after almost total concern with numbers and institutional reorganization, the curriculum implications of course unit structures in teacher education are beginning to come through. From the concern that is expressed, it now appears that there is likely to be an oversupply in some traditional humanities groupings while scarcity areas from mathematics to religious education continue to exist.

To anyone even remotely associated with higher education, there was no need to be a clairvoyant to predict the small number of suitably qualified students likely to present themselves for BEd entry specializing in science and mathematics. The problem is certainly not new and, in the present wave of almost hysterical pessimism about the economy, the inevitable plea for rationalization is no surprise.

Nearly 10 years ago, I pointed out that, in the colleges of the London University Institute of Education, the students entering main course studies in science outnumbered their lecturers by barely two to one. It has been the same, with rare exceptions, up and down the country. The demand for two A levels for entry could be their final death-knell.

But lecturers with few students is only half the story, and the DES are clearly aware of this. It was and is the very presence of science lecturers and science departments that ensured (or should have ensured) science curriculum courses being offered to all intending primary teachers. Take them away or close them down and an already chronic problem is exacerbated.

It really is quite extraordinary that so many intending primary teachers should be so unaware of or so lacking in confidence in such an important area of thought and activity as science. Few people in other countries can understand this lack of balance in our teacher education. A great many education students seem to have opted out from the physical sciences at an early age, and it is this which, in turn, leads to the adverse attitudes that have confronted curriculum developers in primary science.

And yet all is not lost. From the ashes of the former colleges there is the hope that more exciting approaches can be developed in the early BEd years to stimulate and encourage those who lost out in science earlier in their careers. The Open University has given a lead that others might do well to follow but this opportunity is unlikely to be realized if a core menu of course unit offerings are too open-ended. Indeed, one finds oneself in more than a little sympathy with James's personal conception of the general education of the teacher "a core surrounded by options".

It is but a short step from unconstrained course unit selection to justifying rationalization simply from a lack of demand. Lose the science student entry, albeit small, and not only do you remove the justification for science staff and science departments who might produce the science core, but you take away the confidence to offer what should surely be an essential component of any curriculum studies programme for non-specialized students.

To be fair, the DES memorandum foresees the problem and looks ahead; but what does it see? Colleges which have joined with polytechnics should, presumably by being in a technologically oriented environment, have "a greater opportunity to maintain the output of scarce secondary specialists". It goes on to recommend a policy of "integrated courses", which I interpret as units designed to meet the needs of prospective scientist, technologist and science teacher alike. No doubt the process would thereby ensure big enough classes in institutions already bulging with vacancies but it is only too easy to be cynical.

My concern goes deeper (and, despite the memorandum, I suspect it is the concern of the DES, too). Quite apart from fail[illegible] teacher, we shall fail [illegible] kind of secondary tea[illegible] that we really need.

The need for teachers [illegible] honours level in mathematics, biology [illegible] will always be with us [illegible] are pursuing the kind [illegible] degrees that are going [illegible] them to teach what [illegible] be offered to children [illegible] middle years—a [illegible] science programme, [illegible] demanding, socially [illegible] encouraging in its [illegible] application. That is [illegible] lenge that faces the [illegible] teacher education, whe[illegible] about by fusions, [illegible] amalgamations with [illegible] universities or colleges. It will require conside[illegible] in planning and a profes[illegible] of heart, but even so [illegible] be allowed to doubt whe[illegible] be possible through [illegible] grated courses" encour[illegible] memorandum. It is easy [illegible] write of curricula in [illegible] terms. One can but wai[illegible] to be proved wrong, but [illegible] is little evidence to [illegible] that all will be well.

Although detailed [illegible] implications are not spe[illegible] interesting guidance i[illegible] the criteria that might [illegible] planning. An overall s[illegible] ratio of 10.5 to 11:1 [illegible] but arranged so that the [illegible] tively large teaching g[illegible] arts and smaller groups [illegible] subjects such as science [illegible] matics.

This poses an interesting [illegible] At a time when staff [illegible] mittees in many colleges [illegible] paring to consider future [illegible] and redundancy levels, [illegible] interesting argument th[illegible] well staffed shortage [illegible] departments should be [illegible] preference to those in [illegible] popular areas in the [illegible] the case can be made [illegible] was seen in the White Pa[illegible] *work for Expansion* (co[illegible] the British have chosen [illegible] nomer?) as the "core [illegible] course unit construction [illegible] ing solidly on us.

Professor Keohane is [illegible] the Centre for Science [illegible] Chelsea College.

Letter to the Editor

Childminding—the critical questions

Sir,—Your leader (January 23) apparently misunderstands both the current arguments and the current data about the provision now made for the very young children of working mothers. No doubt others will reply to it from varying angles, but since we find ourselves oddly typed as childminders' advocates (the Sunningdale paper and whole context of argument is openly based on the primacy of the family and of parents, and the urgent need for new Government policies there) may we point out why childminding is a critical question?

1.—Numbers: a working mother first turns to her family, if she has one, to help with the day care of her baby or toddler. Because of their normally short hours, this is one field where playgroups or nursery school classes—much as they would want to—do not usually fit the need. The mother therefore may turn to a day nursery, slashed by two-thirds since the Second World War. Or she may seek one of the booming number of factory creches.

On the latest Department of Health and Social Security figures (January, 1976) these together amount to 28,100 children. Add in, if you like, the 22,000 children attending private day nurseries; even though most if by no means all of these are children from relatively privileged working homes.

This still does not equal the 56,700 (DHSS return) children with registered childminders. And only people remote from the field would accept that figure. We all see that, as a natural part of the ebb and flow of life, that childminders may tend to accept (on a working mother's plea) more than their technical quota. Indeed we find this not only common, but normal. Further on, it is childminders who very often provide the after-school refuge for latchkey children.

2.—Need: both common sense and social surveys point out that the childminding system is normally one set up, or used by, parents in need, maybe single parents, low paid workers, struggling migrants—too overwhelmingly the poorest worker.

3.—Culture: or if you like self-help. This is a back street system set up by people themselves in adverse circumstances. It deserves more than flip leader writing; it deserves support.

4.—Influence: a childminder serves a working mother. She may serve that child from a few weeks after birth. She may tend it for 10 or more hours a day. She, and just occasionally he, has no terms. No one needs to be a social scientist to know that this extent of influence is not only far beyond what a teacher can hope for, but—sadly, beyond which the working parent may enjoy.

5.—Critical years: childminding is a service for the very young in crucial learning years. The recent Office of Population Censuses illustrates that on known and registered cases, official childminding accounts for 50 per cent of the day care of children of one and under and 38 per cent of such declared day care of children up to two years.

6.—Real numbers: No one working professionally in this field believes that these figures do more than underestimate the truth. The National Union of Public Employees suggest there are more than 1,000,000 children in the care of childminders. Our own research figures are not that confident about the universal dimension, [illegible] fairly certain that [illegible] families children can be [illegible] more likely to be placed [illegible] unregistered than with [illegible] minder.

7.—Cost: a day nursery [illegible] a place capital; plus [illegible]

Nursery school capital [illegible] always debatable, but [illegible] exceed this figure. [illegible] are differently stated [illegible] authorities and may [illegible] under £700 or a good [illegible]

A childminder place [illegible] analysis normally [illegible] authorities around £[illegible] supervision and regi[illegible] (DHSS figures argue [illegible] There is no capital co[illegible] per cent of local autho[illegible] more developed service [illegible] minders and these would [illegible] average out more. The [illegible] gest this could be £20 [illegible] but we see only margin[illegible] of such tiny spending.

Childminding is clearly [illegible] a vastly cheaper service [illegible] arguing about pennies [illegible] no buildings — but [illegible] homes; it requires no Royal [illegible] of Childminders, but [illegible] sion and supporting service[illegible]

To transform it is [illegible] grasp. And to do this [illegible] modestly—to interrupt the [illegible] deprivation which so [illegible] endows deprivation on [illegible] children of the deprived.

BRIAN JACKSON,
Director,
BARRIE KNIGHT,
Deputy director,
National Educational Research Development Trust,
32 Trumpington Street,
Cambridge.

Question mark over London all-in plans

by Philip Venning

Many London grammar school governors have based their decision to go comprehensive on misleading information, says Mr Dudley Fox, of the National Education Association.

He was commenting on the news that the Inner London Education Authority's banding system — designed to ensure a balance of able and less able pupils in their comprehensives—may be illegal if the Education Bill is passed unamended.

Though the ILEA are only beginning to look at an alternative transfer system, some grammar schools in poorer areas are scared of getting fewer above average pupils than they expected when they agreed to go comprehensive.

Mr Fox said that some governors had made admission agreements based on the assumption that banding would continue.

In this system, pupils are graded in the last year of primary school as above average, average, or below average, and shared out equally between schools. The idea is to prevent some schools from degenerating into "sink schools".

The ILEA have been using the system for several years, but it has not substantially altered the pattern of admissions to schools—most children go to the school of their first choice. It is, however, likely to come under strain after 1977 when the voluntary grammar schools go comprehensive and bring more above average pupils into the existing comprehensives.

The authority have been told that the system would probably be illegal under the Education Bill, which had its second reading this week. The Bill states that the admission of pupils to schools should not be based wholly or partly on ability or aptitude.

Last year Sir Ashley Bramall, leader of the ILEA, asked Miss Joan Lestor, Education Under-Secretary, if this would apply to their banding system. They have now been told it will.

Grammar schools are now worried that alternative transfer schemes may mean neighbourhood schools—those in the better off areas attracting a high proportion of bright children, those in worse off areas fighting hard to maintain academic standards.

Lady Eccles, vice-chairman of the governors of St Martin-in-the-Fields High School, Tulse Hill, said that it was a most sinister development.

William Ellis School, which has still to decide on its future, is likely to benefit from the neighbourhood schools policy, according to Mr John Blyth, the chairman of the governors. Because it was near the trendy areas of Highgate and Hampstead, it would probably have no difficulty attracting above average pupils.

Sir Ashley Bramall said the ILEA were still having talks with the Department of Education and Science. They might try to get an amendment to the Bill put down at committee stage. But it would be hard to find words that allowed banding while outlawing other methods of selection.

The ILEA were also looking at schemes to link primary schools to a secondary school by area, or in the case of church schools by parish. The ILEA were already running one scheme at Quinton Kynaston School, Camden. But this could not work in all parts of London because it was often impossible to make primary school output match secondary school intake.

London is the main area to use banding so formally and on such a large scale. It was developed to meet the area's special needs. Because of its size, the hotch-potch of prosperous and run-down areas, the creaming of grammar schools, the system of parental choice and shifting population there was a danger of vast differences between the schools' academic ability.

Other areas will probably not be much affected in this way by the Bill, which was designed to deal with the seven rebel l.e.a.s which refused to submit plans to go fully comprehensive in response to Circular 4/74.

Emanuel on the spot

Mr Fred Mulley, the Education Secretary, announced this week that he had approved the Inner London Education Authority's plan to stop maintaining the 380-year-old Emanuel Grammar School at Wandsworth.

The school's governors refused to cooperate with the authority's comprehensive scheme and they are now likely to opt for independence. They will take their decision next Wednesday.

If they take this step, the ILEA will cease maintaining the school from July 1977. At the moment, the authority pay all the running costs and repairs and maintenance of the inside of the buildings.

If the governors agree to the authority's plans, the school will stay open until 1981 although no new pupils will be admitted next year. Sixth-formers left in 1981 would be transferred to other schools and Emanuel shut down.

Mr Peter Hendry, headmaster, said this week that it was likely the school would stay open. "We don't like being pushed out of the public education system. Staff, parents, governors and boys would prefer to stay in. But faced with the alternative of closure or going independent, we will go independent."

The governors have worked out that parents would have to pay about £800 or £900 a year in fees for each of the 850 boys. Mr Hendry said he was concerned that this might cut off pupils from modest income families.

The school was looking for a millionaire sponsor. "We hope to get financial support for 10 scholarships a year", Mr Hendry said. Four or five anonymous backers had offered endowments of up to £15,000 which, when invested, would pay most of one pupil's fees.

Sixth-formers at the school are planning a sit-in to demonstrate their opposition to the ILEA and the Government's response.

Mr Mulley said in his announcement supporting the auhtority's intentions that he had given careful consideration to the views of the governors, electors and staff as well as the ILEA's aim to end 11-plus selection in 1977.

● Parents of boys at St Marylebone Grammar School, London, have won the first round of their fight against the school governors' plans to amalgamate with a comprehensive.

Mr Justice Goulding ruled in the High Court this week in favour of the parents and accepted an undertaking from the governors that the merger would not go ahead until after the full hearing of an action by the parents.

Three parents, backed by a minority of governors, had sought a temporary order restraining the governors from implementing the scheme which, they said, would destroy the 184-year-old voluntary school.

The Dowager Countess of Lucan, chairman of the governors, had said in a statement that to hold up the plans would create uncertainty and further delay would be disastrous.

Organizers put off their meals

A one-day strike of school meals organizers was called for yesterday in protest against a recent pay award.

The National Association of Education Meals Advisers says the award has upset differentials between their 250 members and other advisory staff employed by local education authorities. In some cases the difference is as much as £2,000 a year. Some chief organizers only got £6 a year rises.

Letters of protest are to be sent to the Prime Minister and Mr Mulley, the Secretary of State for Education and Science.

The strike was not expected to affect school meals as cooks and dining hall staff did not belong to the association.

Save our quotas, say NUT

by Sue Cameron

Senior officials at the Department of Education and Science want to end the charade of advising education authorities to employ all available teachers.

They have drawn up plans for a radical revision of teacher quotas —the DES guidelines on how many teachers each local authority should employ—and may decide to abolish the system altogether.

The proposals are being strongly opposed by teachers' leaders, who claim they will lead to a swift deterioration in school staffing standards. This, in turn, would mean more teacher unemployment.

The quotas were originally introduced as a way of rationing teachers at a time of national shortage. Up to now quotas have been based on the total number of full-time teachers available. The DES merely shared out the numbers according to each authority's size and need.

The DES now want to base the quota on the number of teachers the local authorities can afford, rather than on the number available. The only proviso would be that l.e.a.s ought to maintain their present staffing standards.

Under the new scheme the quota would remain voluntary, and part-time teachers and married women returners would be excluded from it as they are now.

The Government have already told the authorities that they must aim at maintaining staffing standards rather than improving them. The proposed changes in the quota would therefore be in line with Government policy.

It is understood the new plans have not yet been put to Mr Fred Mulley, the Education Secretary, but civil servants are expected to do this within the next few weeks.

The DES began discussions on quotas last autumn. They looked at the possibilities of abolishing the quota as well as revising it.

The Association of County Councils said this week they had advised the DES to do away with it altogether. Mr Leonard Brown, education officer of the ACC, said there was no point in having a quota based on cost rather than on the number of teachers available.

"We want the quota abolished completely. There is certainly little sense in the present system under which the DES base the quota on the total number of teachers and the Government, at the same time, tell us there will not be enough money in the rate support grant to enable us to pay all the available teachers."

The Association of Metropolitan Authorities want to keep the quota, but base it on cost rather than on the numbers available. The teachers, on the other hand, want to keep the present system unchanged.

Mr Fred Jarvis, general secretary of the National Union of Teachers, has written to Mr Mulley "deploring" all proposals for changing or ending the quota. This week he said the quota was the only way of ensuring the authorities spent the money given to them for education on education.

"Mr Mulley has made great play of the fact that money earmarked for education in the rate support grant should be spent on education. The quota is the only yardstick we have for ensuring the authorities apply proper staffing standards.

"In many areas there is a constant battle between education committees and policy and resource committees. County treasurers are often only too eager to cut down on education spending. If the present quota system goes we will be deprived of the one weapon we have to fight them.

"If the existing quota goes, the whole question of staffing standards and teacher employment will be obscured. The DES proposals are just an exercise in obfuscation."

L.e.a.s in new move to abolish the cane

New moves to end caning in schools were made this week by some of Britain's largest local authorities.

The education committee of the Association of Metropolitan Authorities have decided corporal punishment should be abolished in primary schools and schools for the handicapped. Once this has been achieved, they would like to end the caning of secondary girls and eventually have it abolished completely.

The AMA are now planning to ask for a meeting with the Department of Education and Science and the teachers' organizations. They want the DES to agree to issue guidelines on the abolition of corporal punishment, but emphasize they do not want the cane to be banned by law.

A spokesman for the AMA said local authorities should always have the right to make the final decision about caning. It should be possible to phase it out with the help of DES advisory circulars.

"Britain is the last country in Europe that still keeps corporal punishment and I think the education committee felt caning was really not a desirable form of punishment. But obviously it will not be possible to phase out the cane without the agreement of all interested parties, particularly the teachers."

Mulley asked to explain Essex grammar decision

Mr Fred Mulley, Secretary of State for Education and Science, is to be asked in the Commons why he approved an Essex comprehensive reorganization scheme which allows two grammar schools to remain selective.

Two MPs, Mr Eric Moonman (Basildon) and Mr Stanley Newens (Harlow), say his decision contradicts the Education Bill, which had its second reading this week.

The Bill proposes to give the Secretary of State powers to make local authorities submit plans for comprehensive reorganization which do not include the retention of selective schools.

Essex is one of seven local education authorities which have been branded as rebels because they have not submitted schemes for complete comprehensive reorganization. The Education Bill was designed to bring these rebels into line.

The Essex scheme, which will reorganize four secondary modern schools in Colchester into comprehensives, is a revised version of an earlier plan that was rejected last year because it allowed selective schools to continue.

A spokesman for Essex l.e.a. Committee, who have twice assured the DES that they will review the position of the two grammar schools in 1978, said this week that they believed the modified plans had been approved because they made "better use of resources and left options open for reorganization later".

Three of the four schools are to become 11 to 16 comprehensives, and the fourth will be an 11 to 18 school with a sixth form. The original proposal was that they should all be 11 to 18 schools. The spokesman said that the approved scheme "would of course have to be seen in the light of the second reading of the Education Bill".

A spokesman for the DES said that Mr Mulley's approval of the plan represented "yet another step towards comprehensive reorganization". He would not comment on the apparent disparity between the Colchester plans and the spirit of the Bill.

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Parliament

Report by Alan ...

Rebels force Mulley's hand

The new education Bill to make comprehensive schooling compulsory received its second reading in the Commons on Wednesday night by 296 votes to 255—a Government majority of 41.

A majority of this size became assured for the Government when the Liberals declared they would back the move to make selection illegal.

The main Opposition case against the Bill was set out in a vigorous, partisan speech by Mr Norman St John-Stevas, their chief spokesman on education, who attacked the Bills negative, doctrinaire, unwanted and destructive. It was extraordinary, he said, that it should be introduced at a time when the education service was facing unprecedented problems. He pledged that the Conservatives would repeal it when they came to power.

The Education Secretary, Mr Fred Mulley, described how educational opinion swung away from the grammar, modern and technical school system. The idea of comprehensive schools came into being, and, with the raising of the school leaving age to 15 and later to 16, selection at 11 was considered unfair, unjust and largely irrelevant.

There were, however, still seven l.e.a.s who had declared their intention to retain some measure of selection. There were also a few voluntary schools, nearly all of them non-denominational, likely to be an impediment to complete reorganization.

"I should have preferred to deal with this by agreement rather than legislation", Mr Mulley said, "but the Government face an impasse. We can progress no further by discussion and agreement towards our declared policy of comprehensive secondary education for all. I have, therefore, introduced this Bill which will, I hope, lead to a determined effort by all l.e.a.s in England and Wales to bring their reorganization to as speedy and efficient a conclusion as possible."

But the Bill could not ensure that all schools would be comprehensive straight away. Some authorities faced resources problems. Seven out of 10 children were being educated in comprehensive schools. As reorganization extended, it reached into more difficult areas and in some of these further progress at a time of declining school population was difficult to achieve.

The Bill required all l.e.a.s. to have regard to the comprehensive principle, namely that all secondary education should be provided in schools to which pupils were admitted without reference to ability or aptitude. Clause 2 gave power to require a local education authority to submit plans within a specified time. It would allow him to act if he felt further progress was needed in either all or part of an authority's area.

If he considered proposals unsatisfactory, he could indicate why and ask for fresh ones.

But he would not be able to substitute detailed alternatives. The power to design individual solutions for areas remained firmly in the hands of the local education authorities and the voluntary schools.

He did not propose to set a date by which comprehensive reorganization throughout the country would have to be completed. It was neither practical nor desirable to do so. Any such date would have to take account of the local authorities with the greatest technical and resources problems, and would thus be much later than a reasonable date for many other local authorities. The consequence could be a delay rather than an acceleration in the rate of reorganization.

But timing would be an important part of the proposals he would ask l.e.a.s. to submit. He would need to be convinced that the duties proposed were on the basis of proceeding at reasonable speed and diligence. They would expect the plans to make good educational sense.

He would expect voluntary schools to submit realistic proposals they could afford.

He wished to uphold the dual system and continue to encourage the churches and other voluntary bodies to play a full part in the education system. Carrying on the religious settlement achieved in 1944 was an essential pre-requisite to the successful establishment of a comprehensive system.

Mr St John-Stevas, chief Opposition spokesman on education, said the Bill embodied all the worst dogmatism of the socialist attitude to education. It was an insult to the intelligence of parents and contemptuous of their anxieties. Parents wanted their children to have a disciplined and ordered learning environment in which they could learn to read, write, spell, add up and express themselves in good, clear English.

"They are asking for bread and Mr Mulley is handing out a stone. He is forcing the whole of the educational discussion back to the sterile argument between grammar and comprehensive schools."

The Bill was a further instalment in the Government's policy to increase the power and control of the state.

It was right that central government should satisfy themselves that any proposals submitted by l.e.a.s made good educational sense and had been adequately discussed with parents, teachers and others. But it was wrong to force local authorities to submit proposals for reorganization in one way only—a comprehensive way.

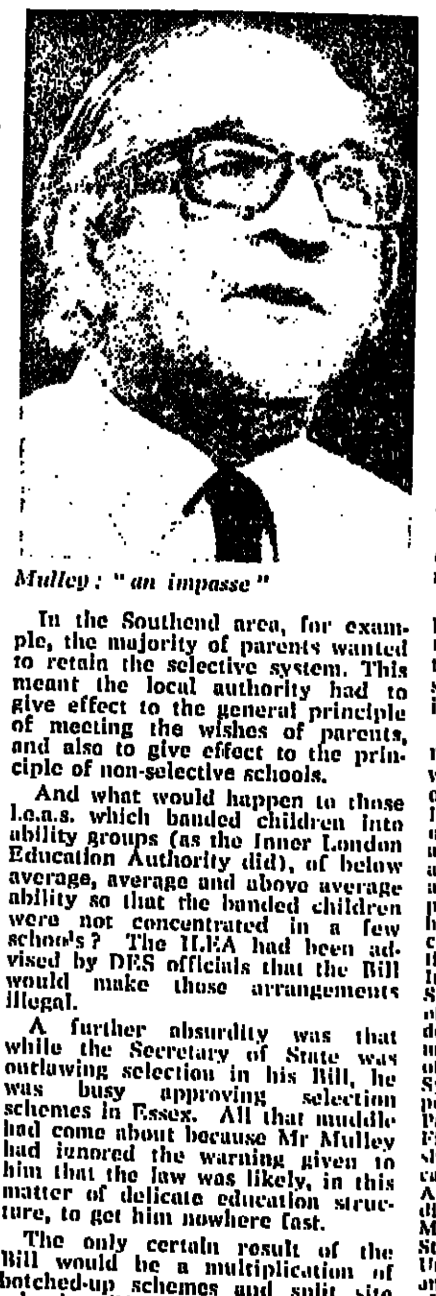
The Secretary of State had made himself—and this was not intended as a compliment—into a kind of educational Pope. "He is destroying the balance carefully constructed by Lord Butler and the late Mr Chuter Ede. This Bill constitutes a general breach of an agreed settlement. It is being breached unilaterally by the Government."

Mr St John-Stevas said that at a time when there was disillusionment about comprehensive schools and when confidence was sagging among educationists, the Government decided that only one type of school would be provided. They were imposing a uniformity which would rule out effort and severely curtail the possibilities for innovation.

The Government should have heeded the plea of the Opposition for an impartial inquiry into the successes and failures of the comprehensive system. Vitally important questions that would remain long after the Bill had been forgotten should have been examined.

The Government ought to be concentrating on improving existing comprehensive schools instead of altering schools which already had a high academic standard.

The Bill would create confusion, uncertainty and complication throughout the educational world.



Mulley: "an impasse"

In the Southend area, for example, the majority of parents wanted to retain the selective system. This meant the local authority had to give effect to the general principle of meeting the wishes of parents, and also to give effect to the principle of non-selective schools.

And what would happen to those l.e.a.s. which banded children into ability groups (as the Inner London Education Authority did), of below average, average and above average ability so that the banded children were not concentrated in a few schools? The ILEA had been advised by DES officials that the Bill would make those arrangements illegal.

A further absurdity was that while the Secretary of State was outlawing selection in his Bill, he was busy approving selection schemes in Essex. All that muddle had come about because Mr Mulley had ignored the warning given to him that the law was likely, in this matter of delicate education structure, to get him nowhere fast.

The only certain result of the Bill would be a multiplication of botched-up schemes and split site schools. "What Mr Mulley is doing is starting on bad principles and creating a legal morass in which he—and others less culpable—would flounder in for a long time to come."

Mr Freud, the Liberal spokesman, said the debate was about compulsion. Was it right for the Secretary of State to use compulsion to force unwilling local authorities to do what a duly and democratically elected government wanted them to do? The answer had to be "Yes". If Parliament could not come to an overall decision and ask people to implement it in their own areas, he wondered what they were there for. If the Secretary of State wished to make selection illegal the Liberal Party would support this and join him in the lobby.

Mr George Thomas (above) was installed as the new Speaker of the House of Commons on Tuesday. Mr Thomas, former Secretary of State for Wales, was a teacher before becoming an MP, and from 1942 to 1946 he was a member of the National Union of Teachers' executive.

Assessment team named

Mr Fred Mulley, the Ed... Secretary, announced on Wed... the membership of the Co... Committee of the Assessme... Performance Unit. The co... he said, would meet shortly.

It includes representatives ... cational and local authority a... tions as well as 12 members ... senting other interests, inc... both sides of industry and pa... It will not exercise control o... APU but will discuss and adv... its work and make suggestio... its future programme.

The establishment of the ... was announced in the 1974 W... Paper *Educational Disadva... and the Educational Needs o... migrants.*

Its terms of reference are: ... promote the developmen... methods of assessing and moni... the achievement of childr... school, and to seek to ident... incidence of under-achieveme...

As already announced, the ... man of the consultative com... will be Professor Barry Supp... other members are :—

Lord Alexander, Secretary, Ass... of Education Committees; K. A... acting higher education officer, ... al Association of Teachers in F... and Higher Education; Sister F... principal, Digby Stuart Colleg... hampton; P. Boulter, director o... cation, Cumbria; P. J. Casey, ... tion officer, Confederation of ... Industry; A. Chalmers, dean ... School of Social Sciences, Un... of Sussex; J. Chalk, national ... dent, National Association of ... masters; R. E. Cave, senior ed... officer, Cambridgeshire; H. C... Sylvester County Junior School ... pool; P. Eley, National Con... Parent Teacher Association; ... Fisher, education officer, Be... shire; G. Hainsworth, assistan... cation officer, Association of Me... Authorities; K. S. Hopkins, ... director of education, Mid Glam... M. Hurst, joint chairman, ... Street Bureau; A. Jarman, ... Union of Teachers; K. Jones, ... and doctor; J. A. Lawton, Ass... of County Councils; Stuart Ma... editor, *The Times Educational Su... ment.*

J. Owen, chief education o... Devon; Mrs M. Paterson, TUC; ... E. Price, educational resea... E. D. G. Robinson, chairman, ... Education Committee; Dr W. ... The Hewett School, Norwich; ... Smithies, chairman, NAS Educ... Committee; T. P. Snape, headm... King Edward VI School, Totnes; ... West, Middlecroft County ... School, Chesterfield; D. H. Wi... son, chief education officer, Lo... Borough of Havering.

D. Wilkinson, headmaster, Wal... ston Comprehensive School, Sta... D. Winters, Hilton primary sch... Newcastle upon Tyne; Miss E ... Wood, joint hon secretary, The ... Four and secretary of the Associ... of Assistant Mistresses; Profess... Wrigley, department of educa... University of Reading; A. Yates, ... ector, National Foundation for Edu... tional Research.

PERSONAL COLUMN

Maurice Peston

Even truth can be two-faced

The other day I read somewhere that someone had discovered that it was not true that Winston Churchill was bad at his school work. Without suggesting that this was the most remarkable intellectual event of the year, I must say I was still rather staggered by it. How many times has the guest of honour at speechdays excused the lack of academic achievement of some pupils, and explained that it was really character that determined success in life—quoting the example of Churchill as quite conclusive!

But it is not only the substantive point that bothered me. What was also a source of concern was the more general question of truth. I know all about the importance of criticism and the need for constant vigilance over fact and theory, but can we take nothing as being established?

On reflection, the answer clearly is that, as far as individual or social behaviour is concerned, we can take precious little. It is, indeed, astonishing on what flimsy evidence accepted beliefs are established. Amateurs have to rely on the pronouncements of experts which we are too eager to accept because it suits us, or we are encouraged to accept because it suits them.

I wonder how many people are under the impression, for example, that economists have shown that changes in the quantity of money are the main determinant of money income and prices. Although the evidence on a possible connexion here is pretty strong for the United States, it is extremely weak for the United Kingdom as the leading monetarists acknowledge in their technical papers.

On nutrition, I continually meet people who tell me of the dire consequences of the abolition of free school milk. When I point out to them that the evidence supporting their views is scanty to the point of non-existence they refuse to believe me. When I add that this is the considered view of the medical advisers to the Department of Health and Social Security, their disbelief is not weakened. If anything, it is reinforced.

Now, let me emphasize that I am not arguing that a failure to establish a proposition means that it is untrue, or the fact that it appears to be established renders it unassailable. Quite the contrary, no facts speak for themselves—you always have to make up your own mind.

Another case in point concerns the now widely held belief that it has been proved that there are no discernible education gains to be obtained from a reduction in average class-sizes. I have been at meetings where quite senior people in the education world (chairmen of education committees, chief education officers) have taken this as a well established truth—which is disquieting.

First, if the lack of correlation is regarded as quite definite, surely this in itself is extremely puzzling and requires further explanation. Why has all the earlier detailed evidence on the value of giving more attention to the individual child turned out to be so misleading? Secondly, the lack of correlation may itself be misleading, not at all implying what it appears to.

There are at least two good reasons why testing the simple correlation between class size and education performance will tell you nothing about the benefits of lowering average class sizes. If, for example, there is a tendency to use the extra teachers (let alone the better teachers) in the more difficult classes, no such correlation will appear. Similarly, one must allow for the effects of size of school if that itself is correlated with the size of class.

Now, I am not saying that these points show that there is really a positive correlation between a reduction in average class size and education performance or that one would be found if more careful studies were undertaken. I am merely indicating the dangers of crude correlations and the way in which they rapidly become accepted truth.

Actually, the danger is worse than that, because nature copies art, or in this case fact copies theory. I would wager that in a few years' time there will be a study undertaken simply based on asking teachers and others about the effects of lowering class sizes. This study will report that in the opinion of most people asked, based on their experience, no educational benefits result. The reason, however, will be that their perception itself will have been distorted by what they believed to have been established anyway.

There is a classic example of this in economics. In studies of the effects of high taxation, a large number of people will assert that taxes are a disincentive to effort. If the questioner probes a little and inquires: Do you mean that you yourself work less as a result of higher taxes?, the number of positive responses falls. If he goes further and explains that it is quite rational to work harder if taxes go up (because, for example, you need a certain net income to maintain your expenditure), the number of positive responses falls quite drastically.

Thus, the truth, for what it is worth, is that high taxes are a disincentive for some and an incentive for others, but the net effect is negligible. But the believed truth is quite different and shows how frequently facts are not a test of theory, but are themselves determined by the theory.

Which brings me to the most important book I have read for a long time—Kamin's *The Science and Politics of IQ.* As an interested amateur I have had doubts about the theory (or rather lack of theory) of those who have claimed to have discovered that IQ is largely heritable. Equally, what little I have known of their statistical methods suggested that these might be imperfect. None the less, the data they claim to have assembled seemed strong, to the point of being overwhelming.

Now, Kamin tells us that this simply is not so. He states that the studies, far from being fully objective, are biased, involving what he calls "arbitrary selection of data". Alternative theoretical possibilities are not examined, and contrary results are not referred to. Above all, he says, "the numbers left behind by Professor Burt are simply not worthy of our current scientific attention".

Presumably, Jensen or Eysenck will eventually retaliate, and lovers of scientific controversy eagerly await their ripostes. But, notwithstanding any of that, I revert to my original question: Are there any truths of behavioural science at all?

Parents soft pedal on power

by Bob Doe

Parents want to play a bigger part in their children's education but they do not want "parent power", says a report published by the Schools Council this week.

Parents and Teachers is the account of a project carried out by Dr James Lynch and Mr John Pimlott, of the education department at Southampton University. They looked at home/school links in three city secondary schools and found a wide disparity between the opinions of parents and teachers. Now they want parents' discussion groups to keep parents and teachers in touch.

"The majority of parents have little desire to interfere with the way schools are at present organized and controlled", they conclude. "But on the other hand there is firm evidence to suggest that many parents would welcome greater information, consultation and involvement in their child's education than is available to them at the moment."

Their research, a pilot study, was carried out in an inner city educational priority area school where 37 per cent of the children were immigrants. The other school was on a new council housing estate and the third had many middle-class pupils in spite of being on a prewar council estate.

About one parent in four said the school gave them no information on what or how their children were taught, though the schools claimed they did. Between 18 per cent at one school and 30 per cent at another thought what was provided was insufficient.

The schools also said they told parents how they could help their children. Between 20 and 30 per cent of the parents said they did not.

Nearly half the parents at one school thought there were no opportunities for them to help in school. Sixty per cent thought there were no evening classes for parents at the school when there were.

Though 80 per cent or more of the parents were happy with what the school was doing for their child and most thought their school "go-ahead", two-thirds wanted more say in what or how their children were taught. Only a half of the parents thought the contact between themselves and teachers sufficient.

This conflicted with the teachers' views. "Broadly speaking, teachers in all schools tended to be satisfied with the present level of contact between home and school, and more specifically with the opportunities given to parents to be involved in the life of the school."

There were "significant differences" between what parents thought about what the school was doing and what teachers thought the parents thought. In each case, teachers said parents were more satisfied than they actually were.

Two out of five teachers thought there was too little contact between parents and teachers. Though the report claims that "most experienced teachers realize the vital role played by the home in successful child-education", three quarters of them said they could teach children without their parents' help.

At the inner city school, 30 per cent of the parents had not visited the school in the previous year; 14 per cent had never been there. At the schools on the old and new estates, 20 per cent and 10 per cent of the parents had not visited in the past year, 10 per cent and 6 per cent had never been. Immigrants and working-class parents were less likely to visit the school.

If the "educational covenant" proposed by *The Whole Curriculum* (Schools Council working paper 54) is to be effected, parents need greater cooperation, information and opportunity.

Parents who would not normally attend school functions could be persuaded to come if discussion leaders visited them at home. Parents should be mobilized to encourage and recruit their fellow-parents.

"Parent discussion groups, according to our research, provide a most valuable vehicle for the transmission of information about what a school is trying to achieve."

The teachers' views on any greater role for them in parent education were clear. If society wanted it, then it would have to pay for it in terms of more training, more teachers and more pay.

The authors say parent power is wanted by only "a tiny minority". They found only between 28 and 40 per cent of the parents wanted the right to be a governor. A slim majority supported teacher governors.

"The stereotype of the domineering middle-class parent is often used as the fall-guy by the illiberal who want no greater participation of parents than can be easily handled", they say.

Parents and Teachers confirmed the findings of the Schools Council inquiry, *Young School Leavers* (HMSO, 1968). This said parents looked to schools to provide basic skills and those leading to vocational success, rather than for personality or character training.

"By far the largest number of parents in each of the three schools felt that the teaching of writing, reading and arithmetic was very important, and other vocationally oriented skills were, on the whole, highly scored by parents.

"Non-vocational aims were rated less highly amongst parents in all three schools and in each school approximately one parent in 10 felt that teaching the child to enjoy his/her leisure was unimportant.

"Our research indicates that many parents fear that too much emphasis upon a community-based curriculum could prove a handicap to their children in the examination race."

Parents and Teachers. By James Lynch and John Pimlott. Macmillan Education for the Schools Council, £4.05.

London poly probe into exam muddle

Two senior administrators from London polytechnics have been asked to hold an inquiry into the psychology department at the City of London Polytechnic.

Mr George Seabrooke, a lawyer and deputy director of North East London Polytechnic, and Mr Norbert Singer, assistant director of North London Polytechnic, are to examine a muddle over examination procedures for a degree course.

Students began their psychology course under the impression that they would be assessed on a 5,000-word dissertation. But halfway through they were told they would have to face an examination instead. The polytechnic had not settled the details of the assessment when the course started last year.

There was also a difference of opinion among the staff. Several members did not want a formal examination, but the external examiner appointed by the Council for National Academic Awards, who approve the degree course, insisted that there should be one.

Mr Michael Brandon-Bravo, assistant provost of City Polytechnic, said this week that the issue had not been resolved when the courses began in February last year and it "rumbled on in an unnecessary way. By May I had to step in and say they would be examined in accordance with the views of the external examiner".

Students then protested at the short notice they were given and succeeded in having the examination put back to February. It will be held next week, but students are still not happy with the decision. "We would have preferred to have a dissertation", said one. "We were forced into this. Some people had started work on their dissertations.

"We were in total confusion at the end of term and we did not know if we were going to have an examination until a week before it was due."

One question the inquirers will have to answer is how the CNAA gave their blessing to the degree scheme without knowing in detail the examination procedures.

Conservation carries on

A new conservation education panel has been set up to continue the work started last year by the Civic Trust in European Architectural Heritage Year. Baroness Birk, the Minister responsible for conservation at the Department of the Environment, announced this week that Professor Asa Briggs, vice-chancellor of Sussex University would chair the Heritage Education Group.

The 20-strong panel will include Mr Fred Jarvis, general secretary of the National Union of Teachers, Mr J. R. G. Tomlinson, chief education officer for Cheshire, and Mrs Kathleen Mitchell, headmistress of Pimlico School, London, as well as representatives from universities, polytechnics, adult education and broadcasting.

Mr Keith Egglestone, of the Civic Trust, and the group's secretary, said they would continue to encourage a study of the built environment at all levels of education.

In Heritage Year this had been done by publishing a newsletter, and encouraging film-making for schools and television, school projects and exhibitions. Primary schools had taken to this work readily, but more needed to be done to include secondary schools.

Schools had been enthusiastic in their support for Architectural Heritage Year and there was a feeling that the work must go on.

When the plumber rates as high as his HE mate

The 20-year-old plumber going for a practical Higher National Certificate qualification at a further education college needed as much attention as a student on a degree course, Sir Toby Weaver, former deputy secretary at the Department of Education, said last week.

The words "higher education" buried notions of hierarchy deep in the hearts of students, teachers and administrators.

Sir Toby was addressing a seminar organized by the Chartered Institute of Public Finance and Accountancy on the development of the binary policy.

He reassured CIPFA members from the local education service that local government still had a major role in higher education and dismissed the idea that local authorities were simply "post offices between the DES and the polytechnics" as a dangerous point of view, disastrous to the future of post-18 education.

The seminar also heard from the polytechnics. Dr William Davey, president of Portsmouth Polytechnic pleaded for the role of a "strong individual" in running them.

He blamed the system of government by committee for the absence of clear-cut decision making in education. "We are paying people more and more each year to sit in committees to make decisions—solemnly believing they are changing things."

Dr Davey said many aspects of further education needed close scrutiny: student fees, the dogmas of autonomy and academic freedom, the cost of running the Council for National Academic Awards and the balance between degree and non-degree work in the polytechnics.

There was a clear need for the polytechnics to release staff to be reassessed and retrained.

Times Higher Education Supplement.

Sick state of student health

University students show a lamentable ignorance of personal hygiene and health, Dr Alex Gunn, director of the health service at Reading University, said this week at a conference of health educators in London. He complained about the standard of health education in schools.

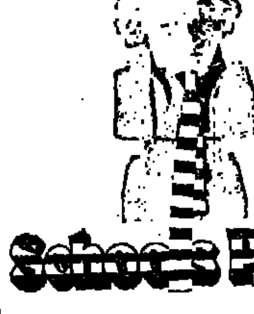
Sixty per cent of students suffered from fungal infestations largely as a result of not washing themselves or their clothes properly or because they slept in one another's beds. Two per cent had lice or scabies, Dr Gunn said. They complained of "dandruff walking about on my collar" and were quite ignorant about what it was.

One student in 10 at Reading was rejected by the Blood Transfusion Service because of iron deficiency. A quarter of the women suffered from anaemia.

"There is a serious concern about the lack of health education in the training of teachers and in the schools today." Teachers had "no training to recognize symptoms of depression and anxiety—"the modern epidemic". A quarter of the calls received by the Samaritans came from people under 24.

Dr Gunn said 500 lives a year could be saved if every child was taught to swim. What training did teachers have in first aid, he asked. Many primary teachers had to deal with the emotional and physical crisis of their pupils' first menstruation.

The conference was sponsored jointly by the Institute of Health Education, the Health Education Council and the NUT. Dr W. J. Green, vice-chairman of the institute, said the recent reorganization of local government and the National Health Service had had a disastrous effect on the progress of health education. "There is a real danger that health education may be planned and carried out in schools without the involvement of the staff of the health service to whom the consequences of inadequate health education are most apparent."



TES Schools Prom '76

The 1976 Schools Prom will be held on November 29 and 30 at the Royal Albert Hall.

The decision to hold the concert over two nights is partly because of the wealth of talent displayed by the 400 young musicians at last year's concert and also to give more people a chance to hear them.

The children who will appear in this year's concerts will be selected from over 2,000 young musicians at the sixth National Festival of Music for Youth (July 16 to 18) at Fairfield Halls, Croydon, which is jointly sponsored by the *TES* and the Association of Musical Instrument Industries.

What schools are for—by an MP

Dr Rhodes Boyson, MP, told 500 school-leavers at an engineering careers conference in Colchester on Tuesday: "We must do more to encourage apprenticeships".

Britain, he said, might follow the French example of allowing students to leave school up to two years before the normal leaving age to train on the job, providing they had reached an agreed standard of literacy and numeracy.

Schools were there to provide a grounding in basic studies, particularly literacy and numeracy, to provide a body of knowledge, to train in the ability to hold a job and bring young people into contact with great art, music and religion.

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Angry chairman urges speed

Fears that London's longest school inquiry would finally run out of words this week were averted by a last-minute injection of melodrama. The 16 lawyers, who should have been holding a closing celebration tonight, will still be at it in County Hall next week.

Closing speeches were scheduled to begin on Tuesday, with the disposal of the last of the 102 witnesses. Instead, there came in quick succession: an attempt to call the opinion of a forensic scientist—the kind of expert who more usually appears in murder and mayhem trials; a hurried probing of allegations that the inquiry was being deprived of further witnesses by their fears of angering the ILEA; and a cliff-hanging adjournment, while a solicitor dashed off to fetch a surprise batch of key documents unearthed in a garage.

"It's not unfortunate, its disgraceful", said the chairman, Mr Robin Auld, QC, at the barrister who broke the news of this new evidence.

Sacrificing the niceties of procedure, Mr Auld insisted that the documents be studied overnight so that they could be dealt with the following day. He put into words for the first time what he has been trying to convey for many weeks—that the public interest demands a speedy completion of the inquiry's work.

That urgency is now increasing, if the ILEA are to have the report in time to make effective decisions for the coming school year.

Mr Auld has the summaries of something like two million words of cross examination, argument and written statements to digest and analyse. ILEA officers are assuming that this will take at least two months of continuous work, but Mr Auld will have to interrupt this task because of a commitment to a case being heard in Strasbourg.

London inquiry Week 14

WILLIAM TYNDALE SCHOOL

Report by Mark Jackson

Teacher 'acted for inarticulate parents'

A correspondence with Dr Rhodes Boyson, MP, was among documents shown to the inquiry after they had turned up at the last minute in a plastic bag in the garage of Mrs Dolly Walker.

Mrs Walker, the part-time teacher who started the battle over how William Tyndale Junior School was run, had completed her evidence, when on Tuesday, her counsel, Mr John Williams, announced that the documents had come to light.

After Mrs Walker had explained that she had made a further search for documents this week as a result of Mr Sedley's questions, Mr Auld apologized for his earlier criticism of her lawyer.

The inquiry was told that three letters from Mrs Walker to Dr Boyson, the former headmaster of Highbury Grove Boys' School, and a brief acknowledgement from him were among the documents.

In the first of two letters read to the inquiry dated October 12, 1974, Mrs Walker told Dr Boyson that "The school managers are now thoroughly alerted and are I understand being very vigilant." She said that she thought that given enough rope, "the personnel" would hang themselves, but that her own position had become delicate because of the part she had played in the "parents' revolt".

The letter went on: "This situation has, however, highlighted the problem that exists in our junior schools at present. I would most strongly urge that it is essential to delay no longer in conducting a survey in depth into the educational philosophies current in our training colleges and into the attitude towards discipline as well as the teaching methods in use in our junior schools.

"The abysmal standards both of behaviour and learning that are accepted as normal in many schools which are staffed by teachers and heads whose minds are stuffed with nonsensical ideas as to what the job of a teacher is all about are resulting in the frustration of a whole generation of children who are emerging spoiled for further education."

In a letter dated September 20, 1975, Mrs Walker said that Mr Ellis and his staff had in staff meetings made no secret of the fact that they aimed to change society. She added: "One does not have to be very astute to discern that the method by which they hope to achieve this is to turn out a generation of semi-literate, anti-authoritarian, anti-establishment, ignorant frustrated, aimless young people . . . who will readily follow the first little gauleiter who shows them how to channel their frustrations into violent action to further revolutionary ends."

In an acknowledgment dated July 10, 1974, to another letter from Mrs Walker, Dr Boyson said, "Fascinating! More power to you—I believe that we can turn the tide. What did happen at the meeting on the 9th?"

Mrs Walker, the last witness, for two days faced some of the most gruelling cross-examination of the whole inquiry.

In criticising the introduction of "total children's rights" to managers, the district inspector, and at a parents' meeting—all in Mr Ellis's first term—she was she insisted acting of behalf of "inarticulate" parents who were alarmed at what was happening.

She denied that she was a lone crusader using Tyndale to attack progressive education in general. "I have been unfairly painted as a believer in traditional and formal methods. I am not opposed to progressive education."

She had been at a progressive school where she was "blissfully happy". For a brief period, at eighteen, she had been a member of the Communist Party. Her own son had been at a school like Tyndale and had "ended up throwing stones at cars on the by-pass".

Mr Ellis and Brian Haddow, who had first introduced "total children's rights" were good and competent teachers, but they deliberately produced chaos in the school, with the children being allowed to believe that "the sky's the limit". "When a child is naughty it must be faced with its naughtiness", she said.

The attitude of Mr Ellis and Mr Haddow was that one must look at a child from the psychological point of view, and that teaching techniques were unimportant.

"They were trying to turn the whole school into a vast psychiatric clinic where children would be acting out their repressions."

Mr Haddow, she thought, was politically disaffected, but he was not an anarchist. He and Mr Ellis were, however, promoting anarchy "with a small a".

Mrs Walker said she had welcomed Mr Ellis on his arrival as "just the man for the job" and even welcomed his decision, soon after he came, to disband her remedial department. But the vertical reading groups with which he replaced it almost immediately "fizzled out" through lack of organization, and guidelines for the younger teachers, and because, after "complete freedom" the children would not cooperate.

Unable to get the staff meetings to discuss her criticisms seriously, even after she had put them forward in writing, she decided to seek the advice of the chairman and of another manager on a document attacking the methods. She wanted to put forward the document at a staff meeting at which she hoped a manager might be present or perhaps to a meeting of the managing body. She also wanted to find out if the managers shared her views.

Mrs Stella Burnett, the chairman, did not see her, but Mrs Aelfthryth Gittings, the other manager, saw her and advised her to delete references to disaffected political groups. Mrs Gittings also wanted her to sign the document before making any use of it.

She did not tell Mrs Gittings that she would be circulating it to parents because she did not at that stage have any plan to do so. But when a number of parents voiced criticisms at a meeting called by the teachers on June 13, 1974, to enlist support for their pay strike "things just exploded in our faces and swept us along".

She denied that she had advance knowledge of the parents' protests at that meeting. But she showed some of the "incensed" parents the document she had prepared and they urged her to distribute it at the parents meeting which Mr Ellis had now agreed to hold to discuss their grievances.

Mr Stephen Sedley for Mr Ellis and his colleagues, suggested to Mrs Walker that she had produced the copies and distributed them herself, and had not had the support of a group of parents as she claimed. He also suggested that she had deliberately refrained from putting her name on the document, and had added a paragraph beginning "we parents . . ." so as to suggest that it was the work of such a group.

Mrs Walker maintained emphatically that she had not produced the document unaided and said that "people might have been misled into thinking it was the work of parents", but it represented the view "of parents I knew and of many people beyond them".

At first Mrs Walker refused to give the names of the parents who, she claimed, had helped in the preparation of the document. They had not come forward to give evidence because they were concerned about their position in the future with their employer. She agreed to write them down, but later refused to name the person who had helped her to extract the names and addresses of parents from the school files.

This time, she said, "the people who were involved were the nicest, kindest and most honest and decent possible. They do not wish to come forward because they fear that they will be asked to give further names. It is all to do with the possibility that certain children in the school might take it out on others".

Mr Sedley pointed out that the three names she had already written down were those of school helpers and a cleaner, and Mrs Walker identified one of the three.

After a protest from Mr Edward Davidson, for the ILEA, Mrs Walker explained that she was not suggesting that there was any real possibility that the ILEA would regard employees who gave evidence to the inquiry as troublemakers. She simply thought there were some who feared as much.

Mr Sedley asked Mr Auld to allow a forensic scientist to give evidence relating to the typing of a document. Mr Auld refused. Mrs Walker later denied that she had typed the document circulated to parents.

'Hot dispute' over union advice

The inquiry will not examine dealings between the Tyndale teachers and the National Union of Teachers over the staff decision to strike in September.

Counsel for the other parties accepted the view of Mr. Stephen Sedley, the teachers' counsel, that they should not go into the matter because of the privilege which, the teachers claim, covers the advice given to them by the union.

It would prolong the inquiry for at least a week "because there is a hot dispute over what advice was given", said Mr Sedley.

The decision means that the inquiry has steered away from considering alleged conflicts within the North London Teachers' Association which have been mentioned. But two of the last batch of witnesses made further references to the association.

Mr Roy Lendon, treasurer of the NLTA and head of Gospel Oak primary school, agreed that the general services committee of the association had issued a statement opposing the staff strike after two meetings of the association had declared support for it.

He denied that he had advised Mr Ellis to exclude the managers from the school. He had urged Mr Ellis, as one head to another, to stick to the rules "because I did not want to see him falling into a trap".

Miss Barbara Wynn, the association's president, said that a resolution from the association asking other schools not to approve transfers of children from William Tyndale, was intended merely to ensure that parents were discouraged from transferring their children without full discussion.

Mrs Anne Page, Islington council's ILEA representative, said that Mr Harvey Hinds, the chairman of ILEA's school sub-committee, had mentioned his fear of a negative reaction from the NLTA as a reason for not instituting an inspection of the school when she went to see him with a group of the managers in March, 1975. She thought the fear unjustified because her experience of teachers' associations was that they did not react negatively.

In urging Mr Hinds in a letter to "grasp the NLTA nettle" she was not trying to get him to intervene in the association's affairs. "It was advice from one politician to another. I thought that if the NLTA were to react negatively the authority should not be put off its course because one of the groups within the association did not like it."

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Stevas ba[...] calls for profession[al] council

The Government [...] priority to setting up [...] council to act as a profes[...] for teachers, Mr Norman [...] Stevas, opposition spo[...] education, said last week.

Speaking to a branch [...] the National Association [...] Teachers in London, he [...] teaching council should [...] mainly, but not exclusiv[...] ing teachers concerned [...] professional interests of [...]

"It would not be a [...] nor would it negotiate or [...] or conditions of service [...] its functions it could [...] standards of qualification [...] into the profession. It [...] a register of all teacher[...] maintained sector. It would [...] responsibility, subject to [...] appeal, for the profession[...] pline of teachers and [...] Secretary of State of the [...]

Disciplining teachers [...] ter for the profession [...] political ministers. Other [...] sions, such as doctors and [...] performed this function [...] selves and teachers should [...] couraged to do the same [...]

The council should also [...] teachers in discussions w[...] authorities and other bodi[...] fessional matters [...] "Teachers themselves [...] the issue, but the Go[...] should be at hand to [...] help."

Mr St John-Stevas als[...] the Government for [...] attention to standards [...] "The Government's sense [...] ties is shown by finding [...] a Bill, which no one wa[...] pose comprehensive scho[...] where."

131 to get l.e.a.'s gifte[d] 'subsidy'

Surrey County Council are [...] another 131 "exceptionally [...] children for free places at [...] dent and direct grant sch[...] pite warnings that the sche[...] be both educationally har[...] illegal.

The tests began last w[...] will be completed within [...] night. Those chosen will [...] viewed next month by the [...] 16 top fee-paying schools, [...] them outside Surrey.

According to county co[...] ures, this will cost [...] £771,581, a jump of £[...] months.

Mr Roger Ellis, president [...] Surrey National Union of [...] head of St Peter's First [...] Farnham, said "It makes [...] to think that while every[...] is having to tighten their [...] select few will be subsidi[...] rest of us when most teach[...] that these exceptionally [...] dren could be catered for [...] well in the maintained [...]

He said it looked as if [...] servative-controlled coun[...] had retained the scheme [...] sure from the pro-gram[...] who were unhappy about [...] nation of selection. The [...] ment are still investigat[...] tions that Surrey contra[...] Education Act in the w[...] operated the scheme. "The [...] council are sailing pretty [...] the wind" he said.

In a confidential report [...] county council, Mr John [...] chief education officer, sa[...] was reason to think that [...] gifted children in [...] could have "adverse effe[...] their education. Last [...] schools subcommittee dec[...] delay a decision on the sche[...] members had received [...] report on the subject [...] Henry in May.

A county council spokesman [...] this week: "Undertaking[...] already been given for these [...] about a 1976 intake which the [...] cation committee felt could [...] broken". The Department of [...] cation and Science have [...] given any definite ruling on [...] legal position. "In the circ[...] stances the committee were [...] fied that the selection tests [...] these children should go [...]

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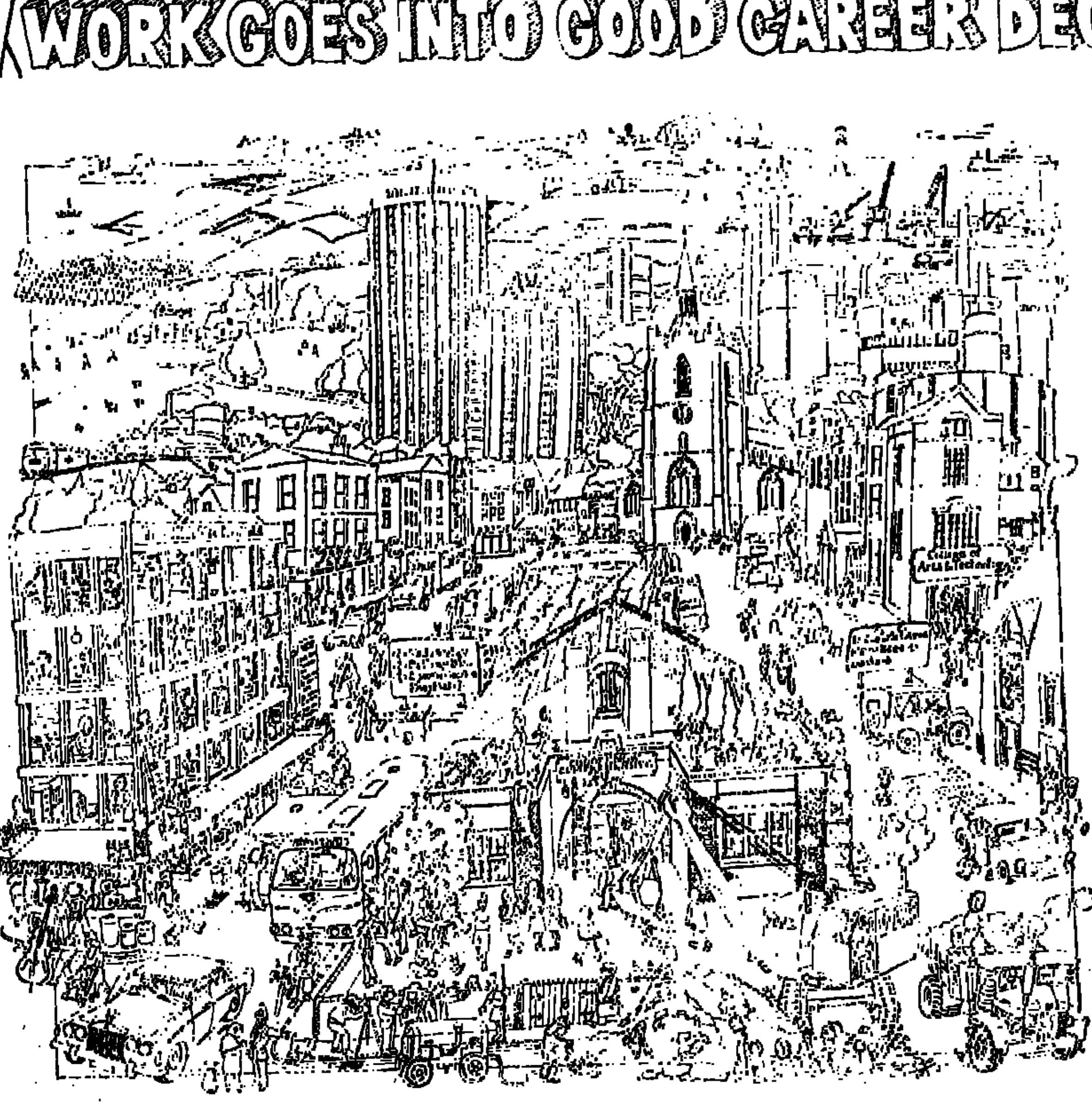

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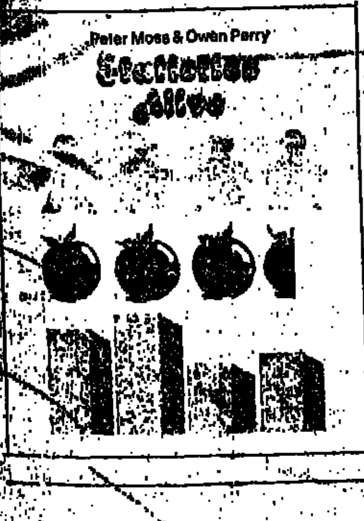
CRAC's new guidance series

Peter Daws, Keele's counselling luminary, sets an authoritative standard for the first in a new series of CRAC monographs covering guidance and careers education topics.

Aimed at advisers, lecturers, teachers, practitioners and education students, the 'Aspects of Guidance' Series is edited by Tony Watts and Bill Law, both Fellows of the National Institute for Careers Education and Counselling. Daws' book *Early Days* is a personal review of the beginnings of counselling in English education 1964-74.

Students at Risk, published simultaneously, is a first-hand account of an experimental course for vulnerable students in a college of further education. Rosemary Lee, its author, was Tutor at the Kingsway-Princeton College.



Leading and misleading figures

Peter Moss, renowned in secondary schools for his best-selling textbook, *History Alive*, has joined forces with Owen Perry to produce an important new approach to teaching statistics. With illustrations on every page, *Statistics Alive* will be used in O-level Mathematics and Social Studies as well as for careers education.

Careers competition

A full-colour version of the CRAC poster reproduced above has just been distributed to all UK secondary schools and colleges. Even if it's only used to decorate the careers room it should provoke some deeper individual consideration of the range and complexity of career decisions. The artist, John Holder, is a regular contributor to the *Observer* and has illustrated a number of CRAC books including *Decide for Yourself*. But CRAC has also devised a competition based on the poster and schools wishing to participate should apply for the entry forms and competition details using the coupon opposite. *The competition is free of charge*. Although there is no age limit the competition has been devised for mixed ability groups aged 14-16 and should occupy a maximum of two periods with pupils working in groups.

17+ decisions

Michael Smith and Peter March, co-authors of CRAC's leading paperback 'Your Choice' Series, *14+* and *16+*, have written a new book *Your Choice at 17+* which replaces their original *Your Choice at 18+*. The book provides an entirely new starting point for sixth formers to think about the various options open to them.

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DES 'waste time talking to teachers'

by Philip Venning

The Department of Education and Science waste too much time talking to teachers' unions, Lady Plowden and Lord Robbins, the chairmen of two influential committees of inquiry in the 1960s, told a Commons committee on Monday.

Lady Plowden told the education sub-committee of the expenditure committee that some important educational issues had been ignored because the DES spent too much time talking to teacher and local authority representatives. For example, they did not put enough effort into finding out why industry was not getting the type of school leaver it wanted.

There should be more consultation with informed individuals; she agreed with a suggestion by Miss Janet Fookes, MP for Plymouth Drake, and the committee's chairman, that there should be a "white list" of such experts.

"If you are thinking about jobs and careers, you have got some firms with outstanding personnel relations". These were the sort of people to draw on.

She agreed that if a permanent consultative body was set up, there was a danger it might become dominated by "the stage army".

Later, Lord Robbins attacked teachers' unions for the low level of their contribution to consultations. "It is usually the lowest common denominator of opinion rather than creative thought that they bring along." He included the Association of University Teachers as well as schoolteachers' unions.

He disliked the National Union of Teachers' suggestion of a little Neddy for education, but it might be necessary. "At my time of life I am very much used to second-rate solutions." The teachers' unions could not complain that their views were not known - they could be read in *The Times Educational Supplement*.

Lord Robbins also attacked English and Welsh universities for over-specialization. One result was the shortage of mathematics teachers and poor mathematics teaching in schools.

Many young people who could teach school mathematics were discouraged from doing a mathematics degree because the standard was too high. Much of the work in universities should be done in graduate schools. "This thing has swept like

Lord Robbins.

a plague over our ed[ucation] in my lifetime."

The system was gea[red to] ing dons to teach oth[ers] universities were no[t] exhortations to chang[e] sors' instincts were [in] the interests of the [...] the second-rate stude[nts] ness was a gift of Go[d] well-organized teaching lot for the second-rat[e] fered under the system.

One reason so many officials favoured the [...] in higher education was [they] were not confident the[y] would reform themselves [and] needed the polytechnics, [as] they had greater [...]

Boom in overseas students–UCCA

The number of overseas students admitted to British universities has doubled in five years. Last October 5,271 (or 7.2 per cent) started degree courses compared with 2,648 (4.1 per cent) in 1971.

More overseas students are applying for places. The latest report from the Universities Central Council on Admissions says the increase in applications last year was in greater proportion than that of home students.

The report, published yesterday, says this trend is accelerating, but it is not easy to analyse.

The total number of candidates applying through the UCCA scheme went up by 5,698—from 125,780 in 1974 to 131,478. Overseas applications increased by 2,792—from 13,807 to 16,599.

Population statistics show that the increase in applications from home candidates was almost exactly in proportion to the increase in the total size of the age groups expected to apply.

Returns from universities show slight changes in candidates' aspirations. There was an increase from 16,717 to 18,648 for places in engineering and technology, most from overseas students.

Science became slightly more popular, 22,217 compared with 21,437, as did social studies, 36,806 (34,609). There was a continuing drop in foreign languages and a small decline—from 19,893 to 19,200 in medicine.

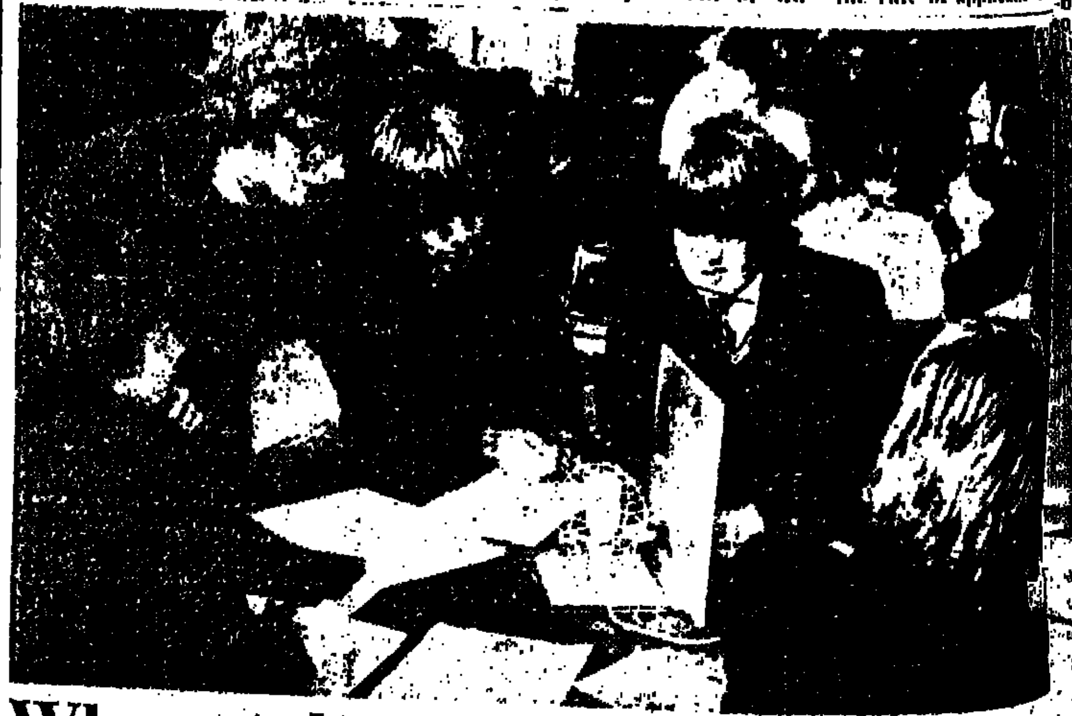
In a foreword, Dr Harry Pitt, vice-chancellor of Reading University, says it is unwise to read too much into these small fluctuations, except to note that there is no massive swing which would redress the present imbalance between the demand for places in particular subjects and the distribution of resources in universities.

It is clear though that it is becoming easier to get into a university. In 1971, only 19 per cent of students who wanted to [...] cation course were [...] year 33.7 per cent [...]

Comparable figures [...] jects are:
Medicine, dentistry and [...] per cent in 1971, 30 [...] 1975.
Engineering and Techn[ology:] 44.7.
Agriculture, forestry and [...] science: 28.7, 38.5.
Science: 37.3, 60.1.
Social, administrative a[nd ...] studies: 16.9, 34.1.
Architecture: 10.3, 20[...]
Arts (languages and [...]) 26.9, 48.1.
Arts (other than langua[ges]) 45.7.

In total, 41.1 per cent [...] a place were admitted [...] compared with 25.9 per ce[nt ...]

The reasons for this [...] competition are an incre[ase in the] number of places and i[n] the rate of applications.



Who put the pep back into pupils?

Twelve electrical engineering students from Imperial College have been teaching physics to 30 top stream pupils, in groups of two to four, at Pimlico Comprehensive School, London, as part of their degree course.

Mr Richard Page Jones, the class teacher, says the effect has been dramatic, with pupils showing greater enthusiasm and progress. Test results show a big improvement on last year.

The students also spend time with a third-year remedial class. Here they are said to have attracted truants back to school for science lessons [...]

In the able class, the students were generally popular with pupils, especially with the boys. The girls had their favourites. "You feel more like asking them questions", one boy said. "It is not so embarrassing as in front of the whole class." Another said: "They explain things better and go into more detail. It is virtually private tuition."

Dr Sinclair Goodlad, from Imperial College's department of liberal studies, said the scheme fell into the part of the course where students were supposed to investigate a technical problem that had social or economic implications. The students were investig[ating the] feasibility of students [...] schools and evaluating th[e ...]

It was good for any p[...] to have to explain himsel[f] [in sim]ple terms, and the exper[ience of] organizing themselves int[o a] research group, producing [...] ing a report, was also val[uable. It] was satisfying to do somethi[ng for] the community using [...] expertise.

The students echoed th[is satis]faction, though none [...] have been converted to th[e idea of] becoming teachers. One [...] thought about it had been [...] by his experience in the [...] class.

'Witchhunt' accusation as union plan code to curb wildcat strikers

by Sue Cameron

Left-wingers in the National Union of Teachers have accused the leadership of planning "draconian" action against wildcat strikers.

Last week the NUT executive agreed on a new disciplinary procedure which will enable any member to be suspended for 21 days if elected union officers decide there is a charge against him. The case will then be heard by a national disciplinary panel of non-executive members. Any appeal will go to the executive, minus the officers.

Ms Beth Stone, a left-wing member of the executive, claims the NUT are embarking on a "witchhunt by changing the rules so dissentors can be more easily nobbled". She has told executive colleagues their new procedure is "draconian" because it will make all union members guilty until proved innocent.

Mr Dick North, another left-wing executive member, said this week he knew of no other union where a member could be suspended before his case had been heard.

Mr North explained that the new procedure could only be used if a member had gone on strike without official union approval or if he had disobeyed a union instruction. Charges could only be brought by the union's officers who were all executive members, but it would be easy for the officers to make out a prima facie case of indiscipline.

"This has been brought forward because the old procedures were not found sufficient to discipline people against whom members of the NUT executive have a clear political prejudice.

"I think the main intention behind it is to intimidate people, but if intimidation doesn't work the new procedure will be used.

"If a suspension is carefully timed it could be used to prevent a member speaking at an important meeting or even at the annual conference. People who have had nothing proved against them could be stopped from putting their point of view."

Mr North said he was also concerned about how cases would be conducted when they went to the national disciplinary panel. The union's case would be put by an NUT official and the accused member would be allowed to take one other person with him to the hearing. Neither side would be allowed to use practising lawyers.

This sounded perfectly fair, but most union officials had considerable experience of appearing before public inquiries and tribunals. They would therefore be able to put their case more effectively than the accused person and his representative.

The new disciplinary procedure will have to be approved by the NUT's annual conference before it can be brought into operation. Union leaders said this week there had been a number of requests from members to tighten up on discipline.

It is understood that affairs like that of the Wandsworth Three and the William Tyndale teachers have triggered off the decision to bring in stricter rules.

Last year NUT members at William Tyndale staged an unofficial walk out after the Inner London Education Authority called their inspectors into the school. The strikers ignored a union order to return to their classrooms.

Three years ago an NUT meeting in London was wrecked by angry teachers, after executive members refused to allow a resolution on the London allowance to be debated. Unsuccessful attempts were made to discipline three union members over the incident. The three came to be known as the Wandsworth Three.

Mr Fred Jarvis, general secretary of the NUT, said this week that under the present rules, disciplinary matters were dealt with locally. This worked well for minor matters, such as disputes between two union members, but when it came to wildcat strikes or disobedience to official NUT instructions, the membership expected the national executive to deal with the case.

He emphasized that the new procedure would only be used in serious cases. The union's officers would never have anyone suspended unless there were prima facie evidence against him. He added that the NUT only gave instructions to members about important matters. In less important situations they gave advice or made a request.

Asked if the automatic suspension rule would not make union members guilty until proved innocent, Mr Jarvis said teachers were often suspended by their local authorities, pending an inquiry into their actions.

Mr Max Morris, former president of the NUT and an opponent of Trotskyist teachers and members of the radical Rank and File group, said the new procedure was directed against people who demanded full union backing for anything they chose to do, but offered no loyalty to the NUT in return.

"We have had many requests to do something about the union's inability to operate their rules in circumstances where their image is tarnished.

"There was, for instance, the crass case of a breach of rule eight, which forbids unofficial strikes. People were incited to take a day off school to demand the rejection of the Houghton award after it had already been accepted by the Burnham Committee. Such stupid and useless irresponsibility is surely unmatched in the history of industrial relations."

Under the new procedure, the NUT can reinstate accused members who are found not guilty. If the case is proved, the national disciplinary panel will be able to extend their suspension or expel them from the union. The panel will also have power to impose fines and issue warnings or admonitions.

'Independent' direct grants go for flexible fees

Two Birmingham direct grant schools have worked out a fee remission scheme to help parents facing considerable fee increases. The increase comes from the schools' decision to go independent, after the phasing out of direct grants.

From September, King Edward's School and King Edward's High School for Girls will raise their basic fees from £420 to £648 and £546 a year respectively. Fee reductions will be based on parents' income. Parents with two children and a joint income of around £2,000 a year could pay as little as £48. In some cases no fee at all would be charged.

"Although we are confident the scheme will work it may be there will not be enough money for everybody who qualifies for fee remission to receive it", said Mr Robson Fisher, chief master of King Edward's School.

Applications for the entrance examination to the school far outnumber the places available. "We have received just under 400 applicants for the 90 places we will be offering in September for boys aged 11. We will also be offering approximately 12 places to 13-year-olds and have received 80 applications for these."

King Edward High School for Girls have 75 places, as the number of applications has not been affected by the change, said Miss J. Wilks, the headmistress.

Four other Midland direct grant schools who have also chosen to go independent are looking at scholarship bursary and fee remission schemes to help parents. They are the Bablake School and King Henry VIII School, Coventry (soon to merge to form a new independent school called the Coventry School); Kings School, Worcester; and Kings High School for Girls, Warwick.

It is estimated that parents and governors of the six Midland schools will have to find about £250,000 in increased fees.

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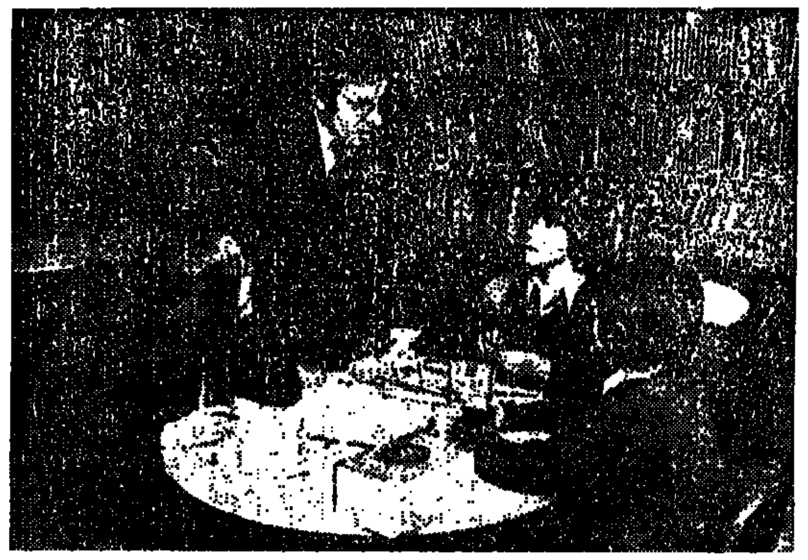

Maths : "observation is the key to learning".

BOB DOE visited Arthur Razzell (pictured left with pupils) at his Surrey school to discuss the middle school curriculum

Practising what he preaches as headmaster of Ravenscote Middle School in Frimley, Surrey, is Mr Arthur Razzell, one of the authors of *The Curriculum in the Middle Years* published last week.

The report on the Schools Council Middle Years of Schooling project emphasizes basic skills, learning how to learn and the need to see eight to 13 as a single phase of education, linking primary and secondary schooling.

Mr Razzell said his school aimed to bridge the gap between "the mother hen approach" of primary schools and subject specialization in secondary. When he took over the brand new school at the end of the project in 1972, he had three principles. There must be a partnership between parents and teachers, there should be "a quality of excellence' in children's work and they should enjoy doing it.

At Ravenscote they concentrate on using, and enjoying using basic skills, and learning new ones through environmental and school-based projects. At the same time they take seriously their part in preparing pupils for secondary schooling.

Mrs Betty Kerr, head of year group for the 13 year olds, has special responsibility for all three aspects. She said that after they discovered that children of this age did not read much, they encouraged them to read more.

The structured reading programme in the fourth year, is based on 12 "cracking good reads" a term. In these 12 there is something for everyone—"adventure for boys", they say, "animal stories for girls, and something for the more or less able reader".

Titles include *1984*, *Animal Farm*, *Across the Barricades*, a story about Northern Ireland, *Watership Down*, *Day of the Triffids* and *My Family and Other Animals*. Mr Razzell said the list was "a balance of fact and fantasy".

Pupils must read at least two of these, though several read eight or more. They can also buy their own copies and in class creative writing and comprehension are based on these texts.

"This really turns children on to reading", said Mrs Kerr. "At this stage they have the skills and we try to encourage them to enjoy using them while they still have time to."

By the fourth year, pupils are being taught English, science, French and maths in special classes in readiness for their transfer to secondary school. At the school Ravenscote has mainly fed so far, Mrs Kerr and her colleagues meet subject heads to discuss what is taught at each school. They also talk to secondary school staff about individual children.

They discuss setting in maths in the upper school. "Something we never did with the 11-plus", said Mrs Kerr.

When pupils transfer, Ravenscote send their records and a reference list of those who may need special attention because of emotional difficulties or because they are more or less able than average. Mr Razzell said no teacher could read and remember every child's record card.

As a middle school, Ravenscote has an intake as well as an output. When children first arrive at the school, those with any special difficulty are sorted out.

In their first week they are assessed on their written work, for instance. Those who are illiterate or whose writing is seriously faulty are given the Neale diagnostic reading test and given special work.

Organization in year groups makes it easy for small numbers of children who need remedial attention or those of specially high ability to be taught separately.

Each year group have their own area and group of teachers, chosen, according to Mr Razzell, because they get on well with one another rather than because of any subject speciality. This helps create a family atmosphere.

Mothers visit these classes every day, where they hear children read and keep records of their progress. They also help in cookery lessons or on visits away from school.

Mr Razzell exploits parents' willingness to help in other w[ays] ... drive against constantly re... spelling errors, he sent hea[rt]... hearted "battle manuals" ... encourage them to wage a ... war against "there/their" ... mistakes.

In this middle-class area, p[arents] are keen to support the ... raising money and supplying ... school's minibus and ... garage. Parents' evenings ha[ve] ... spread over two evenings t[o fit] everyone in.

Mr Razzell does not agree ... this could only be done in a ... class area. "It is not true. Th[ere is] goodwill in every community ... just have to find the way to ... it out."

The bus bought by pare[nts is] used for trips on environ[mental] projects, for example, to the ... stoke canal or East Grinstead, ... its medieval street fronts. ... are intended to give pu[pils a] chance to develop new inves[tigative] skills. "Observation is the k[ey to] learning", said Mr Razzell.

The projects both inside a[nd out]side the school give scop[e for] science, geography, history ... sociological investigations. ... also act as a focus for w[ork in] graphic, number, art and ... work. Even more indoor ... such as *Greece* can include ... out Greek recipes in c... done by both boys and girls.

They aim for excellence i[n] project work, as well as in ... such as handwriting. The ... school has adopted an italic ha[nd].

Mr Razzell said he hoped ... lence was also reflected i[n] teaching. They worked hard ... running courses for the... after school to improve the... maths teaching or craft wo[rk], led by specialists on the ... Every half term they had a ... ulum conference to clarify ... objectives.

For Mrs Kerr the high sta[ndard] and output of written wo[rk is] evaluation enough of the pr... The school has won an award ... some of its project work in A[rchi]tectural Heritage Year.

Mr Razzell remarked on the ... tensity with which pupils w[ork] at projects, overcoming the ... reticence of children of this a[ge to] work with the opposite sex. "I[f] learning grips them like ... environmentally based work", ... said, "they would work alo[ng with] the devil."

Lazy teachers get on the wrong wavelength

Teachers are often too casual in their use of broadcast material; they switch on and leave children to it, hoping the programme will succeed without any effort of their own, said Mr John Lambert, assistant senior education officer of the Schools Broadcasting Council.

Speaking at a conference on "The Bullock report and educational broadcasting" in London last week, he said that programmes were used as no more than a pleasing interlude in a lesson. He wanted more flexibility from teachers, suggesting they record and preview materials. "In spite of the technological gale blowing through schools, there is still something to be said for latching on to regular series. Let's not forget whole programmes, or prevent artistry from sometimes making its own impact."

The aim of the conference—one of a series organized by the SBC—was to gather informed comment on the BBC's output, from those responsible for training and working with teachers. But some of the advisers, academics and local authority members present felt there was too much emphasis on information and not enough on consultation.

Complaints about communication were not confined to delegates. Mr Peter Fozzard, producer of the *Adventure* and *Poetry Corner* radio programmes, said there was "no point in our making programmes unless we get more response from those who use them".

In the questions session, Mr Geoffrey Hall, head of BBC Schools Television, said delegates should pressure BBC Enterprises to make educational programmes more accessible. "If 10 people wrote in tomorrow about a programme, it would quickly become available."

Answering a question on complaints over the language used in schools programmes, Mr Hall said the BBC were "having to be more careful how than two years ago", though the lobby that made these sort of protests now had less power. "We only have a trickle of letters, which we weigh against the unexpressed evidence from other sources."

CRAC

Careers competition details, and five new titles.

SEE PAGE 7

Selling science

Students at Chelsea College, University of London, can now choose communication in science as part of their degree work. This is to give them a chance to practise the skills necessary for the communication of complex scientific ideas to non-specialist audiences.

It involves practising such skills as graphic design, television presentation and commentary writing in a series of studio exercises. At a more advanced stage, they study various theories of communication in relation to science-based case studies.

Course takes language into all subjects

A language course for teachers in school time is a North London comprehensive's version of the "organized policy for language across the curriculum" recommended in the Bullock report.

At Wood Green Upper School, Haringey, "in-school" language courses are run for groups of up to 10 teachers who meet in their non-teaching periods. They discuss the part language plays in their teaching, review things like worksheets and share their experience.

The seminars are organized by Mr Hugo le Comte, a remedial teacher who has produced a booklet, *The Language of Life in School*, based on the course.

"It is unreasonable to expect a remedial teacher to bear the brunt of the entire remedial problem", he said. Concentration on language throughout the school is needed.

Though plans for the course predated Bullock, the booklet says "In order to implement some of the recommendations of the Bullock report, it is imperative that a course of this kind is built into the timetable of every school in the same way as preparations for lessons, subject meetings and staff meetings".

About 50 of the 80 staff at Wood Green have attended so far, including several heads of department.

Teachers found their ideas clarified and picked up some useful tips, but there were few tangible results in the classroom. Some teachers had agreed to help remedial children in their spare time and worksheets had been modified.

The Language of Life in School: A Course for Teachers in School Time. By Hugo le Comte, 12 Boscastle Road, London NW5, 40p.

Head may face inquiry

A church school headmaster may have to face a government inquiry to explain his controversial relationship with a head girl, more than five years after the events in question.

The Department of Education and Science are to be called in by Surrey County Council, after Baroness Serota, the local government ombudsman, criticized them for the way they arrived at their decision not to hold an inquiry.

The relationship between headmaster, Dr Eric Longfield-Jones and head girl, Miss Audrey Smith, began early in 1970, when both were at the Archbishop Langton Church of England Secondary School, Dorking.

It started with the head, a middle-aged married man with no children of his own, taking Miss Smith out at weekends and evenings and encouraging her to work in his study. In the autumn of that year Dr Longfield-Jones helped the girl to leave home.

Mr Dennis Smith, the girl's father and a consultant electrical engineer, objected to the association. He accused the head of alienating his daughter from the family.

He demanded a county council inquiry. The ombudsman said the father had suffered "injustice" as a result of the county council's refusal to hold an investigation and ordered them to put the matter right.

Her report was referred to the education committee. Their decision that the DES should be asked to hold an inquiry was endorsed [by] the general purposes committee [and] is likely to be approved by the ... council on February 17.

Mrs Margaret Marshall, ... chairman of the education com[mit]tee, said that only a governm[ent] inquiry would have the le[gal] powers to compel the attendance [of] witnesses and subpoena the ne[ces]sary documents.

Mr Smith said this week "I [shall] continue my fight for a thoro[ugh] and open inquiry into the aff[air]. I'm not convinced that the Gov[ern]ment are any more capable of d[oing] this than was the county counc[il]. Audrey has never visited us since the day she walked out. Somethin[g] strange must have happened to t[urn] her against her own family and ... want to find out what it was."

Dr Longfield-Jones said that h[e] could not comment, but he deni[ed] that anything improper happened between him and Miss Smith.

"I haven't seen Audrey for yea[rs]. I helped her to leave home wh[en] she was 18 because she did not g[et] on with her father and this w[as] affecting her school work. But u[n]fortunately if you do someone [a] kindness it is misunderstood. Per[]sonally I would just like this [to be] brought to an end once and for a[ll] because it is me who has to suff[er] from all this publicity", he said.

Miss Smith, now a 23-year-o[ld] teacher, was not available for com[]ment.

The governors of Archbish[op] Langton School severely rep[ri]manded Dr Longfield-Jones ... October, 1970, for his "unwise" conduct.

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Application forms and further particulars from The Principal, Royal Normal College for the Blind, Rowton Castle, near Shrewsbury SY5 9EP. (Telephone 0743.78 202.)

Universities 'debasing DipHE'

by Stephen Cohen

Universities were accused last week of debasing the currency of higher education. Mr Eric Robinson, principal of Bradford College, attacked some universities which were taking the new two-year diploma in higher education too casually.

Mr Robinson was speaking in Birmingham at the annual conference of the Association of Colleges Implementing Dip HE Programmes (ACID).

He said that with effective planning and organization, the diploma, initiated by Mrs Margaret Thatcher in her 1972 White Paper, could serve the nation and students better than many existing three-year university degree courses.

"Dip HE had an unfortunate start because it emerged from the government's need to get themselves out of a mess, of their own creation, in teacher training", Mr Robinson said.

"In consequence, it has been condemned on many sides as an economy measure, an expedient and as a second best. In the present state of the national economy and of the repute of higher education we need not apologize for economy measures and expedients.

"We need to reject the label of second best and we do this by establishing Dip HE as a real innovation in an area that desperately needs innovation."

The worst offenders were universities that treated the diploma casually and ignored the national guidelines agreed by the Committee of Vice-Chancellors.

"For all their talk of standards and excellence, it is the universities, not the colleges or polytechnics, that are currently debasing the currency of higher education."

Properly devised courses would allow students to achieve in two years as much as many of them now achieve in three or more. Colleges should be able to lower their entry standards.

"We have been given, in the national guidelines, a golden opportunity to relax the traditional formal entry requirements—two A levels. We should not yield an inch on our freedom in this. Indeed we should try to extend it still further because many able people are still denied entry to higher education for purely formal reasons.

"We will be charged with lowering standards and some of us may be nervous about this. We should be bold. We all know that many people with two A levels have less apparent ability and motivation than those without two A levels."

The safeguarding of standards lay not in the students' performance before he or she entered college, but what was achieved at the end of the course.

Mr Gerry Fowler, Minister for Higher Education, said two A levels had to be retained as the mimum entry standard for diploma courses so that employers … derstand its value.

"Without this as a … admission level to diploma … employers may not … have confidence that diploma … better educated than those … two A levels, especially as … likely to be a wide variety … structure and nature of … "In these circumstances … level entry may be seen by … employers as a sheet anchor."

Mr Fowler said he did … to be inflexible. Some … might eventually have one … or none at all. He had every … pathy with those without … qualifications who wanted … higher education.

"Many of us are acutely … of the frustration they suffer … of the potential ability … tapped. Unhappily, we cannot … all our many educational … mind other, problems at … wisest and safest course … fore be to see the Dip … established, and then con… the light of whatever … may be available whether … sion arrangements can be … more flexible, thereby … the field of recruitment, and … certainly, increasing the cost …"

Mr Fowler said he intended … get the Department of Ed… and Science moving on a … campaign for the diploma … courses were being run by … than 20 colleges.

Tory slams colleges plan

Dr Keith Hampson MP, secretary of the Conservative Party education committee, bitterly criticized the Department of Education and Science last week over the reorganization of teacher training.

The Government's handling of the rundown of colleges of education showed up the Labour Party "for the great humbug it is," he told a meeting in Ilkley, Yorkshire.

Moreover, the Education Secretary had failed to defend his corner in the battle of the budgets.

"Never has there been such frustration and anxiety and such low morale in our teacher training institutions as now," he said. The responsibility had to be laid at the door of the DES.

"Many criticisms have been made of the Government's failure to live up to their rhetoric. But almost totally neglected has been their approach to the former colleges of education. The disorder here is nothing short of scandalous.

"Where is the merging of the non-university sectors of higher education into a coherent whole that was called for by Mrs Thatcher in 1973? They have produced a hasty botched up operation that is a tragedy.

"They are in disarray because of the violent lurches of government policy. In the 1960s, the colleges were called upon to make heroic efforts to triple the supply of teachers. They did their duty, and they have been treated pretty shabbily.

"Of course, there had to be closures and mergers. There were many colleges too small and weak. But this Government are in danger of betraying the spirit of the James report on reorganization.

"In five years they will have undone what it took 10 to create. This so-called planned sector has displayed the worst extravagances of laisser faire. A colossal investment has been undermined, and the greatest irony of all is that it has been overseen by that arch apostle of manpower planning—Lord Crowther-Hunt."

In the reorganization, no account was taken of the quality of college departments, Dr Hampson claimed. "There was no quality control; it was purely a numbers game."

Teacher training had now been in turmoil for 20 years and this was not good for the system.

"The consequence of slashing teacher training places by half is that some 50,000 places have to be put to some other use. So at a time when even Fred Mulley is urging students to turn to the sciences, what have the DES created? A plethora of liberal arts and general degrees: 53 new institutions, worried stiff about their jobs, are setting up courses by the score and often in direct competition with over-supplied neighbouring polytechnics."

Treasury plot to undermine our pay, Annan tells dons

University teachers believe they have been singled out for unjust treatment, says Lord Annan, provost of University College London, in his annual report.

Compared with other groups, lecturers' salaries have been declining since 1968, he says. This is due to deliberate Treasury policy.

"Ten years ago, British university teachers had better salaries than any in the western world, North America excepted." Since 1968, "dons have had to watch their salaries steadily fall behind those of civil servants, judges, doctors and other professional classes.

"A professor used once to be on a par with an Under-Secretary; today an Under-Secretary gets 50 per cent more. A GP is paid twice as much as a university lecturer.

"Not only have the salaries of academic staff fallen far behind those with which they were once comparable; the gap between the salaries of those in education which were once below theirs has now decreased and in some cases has disappeared.

"One would expect senior posts in polytechnics to be paid more than a university lectureship, but they are not worth twice as much. Late in the 1960s the Treasury regarded dons as being overpaid and determined to take them down a peg."

Lord Annan says conditions of work have also deteriorated. Fewer staff have to teach more students, refectories have closed down and welfare services have been reduced.

He also criticizes moves to replace O level and CSE examinations with a single 16-plus examination, a "new menace on the horizon".

"The timetable for discussion of this proposal is indecently … Indeed, the full nature of … dence on the feasibility … wise of such a change will … available to be analysed, … the secondary schools or … universities, by the time … will be asked to give their …

"That is deplorable when … matter is one of grave im… not only for universities but … those who use the results of … examinations. It is also … that the Schools Council … party on administration has … dismissed out of hand a … that the independent 16-plus … should consist of local teach… cher politicians and local edu… authority nominees, thus … excluding the universities and … polytechnics.

"Is it in fact intended to … through a proposal before it … studied adequately, and then … form the Secretary of State … there is 'substantial' agree… and as the matter of … studies has been under scrutiny … years, the present plan should … implemented? Universities … beware."

Lord Annan said the … structure of the GCE system … threatened by the 16-plus pro… "It will be virtually impossible … finance A levels of the … which we now have. We may … find soon that instead of a … nationally recognized school … examination there will be … examinations at all.

"The Committee of Vice-Chancellors must make it clear … must be a university entrance … dard. That could mean … would invent their own."

NUS amend insurance scheme

A new insurance scheme for students' cars was introduced last week by the National Union of Students' wholly-owned subsidiary company, Endsleigh Insurances Ltd. It is claimed to include several novel features.

Insurance cover is only provided for six months and the rates charged are published so that students can calculate for themselves how much they will have to pay. Discounts of up to 40 per cent apply if there have been no accidents for three years.

Once the insurance is in force it will apply to any other car the student obtains. So if a student paid £14 for third party cover on a Mini and then swopped that for a Rolls-Royce, he would not have to pay any extra until the end of the six-month contract. The scheme is said to be cheaper … because it cuts down on … trative costs, but a quick … ison of the rates under … Endsleigh insurance plan … that there is little difference … the insured.

The advantage for the company is that rates can be increased … six months instead of every year.

Endsleigh Insurances had about £2m worth of student … graduate car insurance a year. … fits are used for further invest… in the commercial services offered to NUS members. These include … printing, travel and marketing … consumer goods.

OU class of '75

…he Open University paraded its …aditional crop of unusual and in…resting graduates in London last week. Out of 5,256 successful stu…ents who are to be presented with …eir degrees, the university pro…ded five to answer questions and …e photographed.

Mr Ron Littell, a 46-year-old …ocker from Ilford, Essex, said he …as going to go on for an honours …egree. "It's too good an opportunity to miss."

Mr Littell left school at 13 and …as appeared in OU advertising …ampaigns. He still loses at cards …ith his workmates, however, and they take the mickey out of him slightly by saying they have beaten the BA.

Mrs Dorothy Lee, aged 53, of Nelson, Lancashire, runs a ladies' hairdressing shop. She studied in between shampoos and is now thinking of putting her academic initials after her name above the shop. Mrs Lee's daughter is a Bunny at the Playboy Club. Her son is a science graduate, recently made redundant.

Mr Pierce McDermott, 55, and an electrician for a Nottingham tobacco company, said he had tried to get his workmates on the shop floor interested in studying. He was concerned at the middle-class bias of the university's students.

Mr Ted Graham, 50, Labour MP for Edmonton, was the first MP to get an OU degree. He found time to read the set books on the Victoria Underground line on his way to and from the Commons. He left school at 14.

Mr Thomas Kane, 32, a freight terminal supervisor in Glasgow, has seen the fruits of academic success: he has had a pay rise and is now going on a management development course.

One in 12 British graduates this year came from the Open University, said Professor Ralph Smith, the acting vice-chancellor. Nearly 15,000 people have got degrees from the OU in the past four years, while another 622 became honours graduates after taking extra courses.

This year's graduates include 30 per cent who left school before 18; 17 per cent had less than the normal two A level university entrance requirements.

Graduates from manual and routine non-manual occupations have increased from 6 per cent last year to 9 per cent. Although teachers remain the largest single occupation group, their share continues to decline. They have decreased from 60 per cent of graduates last year and 86 per cent in 1972 to 53 per cent.

Women make up just over a third of the successful students and housewives are still the second largest group.

Professor Smith said: "The growing number of successes, particularly of less well-qualified entrants, indicates the latent abilities in our adult population to partake in and benefit from higher education."

At last week's press conference the five new graduates said it cost about £400 each to earn their degree. Some were helped by their local authorities with fees for the annual summer school.

● Above (left to right): Pierce McDermott, Thomas Kane, Dorothy Lee, Ted Graham, and Ron Littell.

Kits with everything?

The Open University's arsenal of teaching aids, television programmes and study kits could be used by other colleges to allow adults to continue their education, according to an OU committee.

Collaboration is the theme of their interim report on continuing education which was published this week. The committee was set up last year to look at what the university could do to provide education for people throughout their lives.

Partnership arrangements are suggested with other colleges, with joint agreements for the creation and provision of specially designed courses or materials. Agency agreements are also put forward. Here the university would design a course, produce the teaching aids and assess the students.

Another proposal involves a combination of open university material with that provided by another institution.

A fourth suggestion is that the university should produce material or courses which would be used by other bodies or groups in whatever way they wanted.

The report says that many of these ideas will take the OU into sub-degree work and there might be reservations about this. It also adds that correspondence courses and television learning are not always suitable for 16 to 19-year-olds.

Oxford begins to loosen the old school tie

The batch of undergraduates who arrived at Oxford University last year contained fewer public school boys than before, according to figures published last week in the *Oxford University Gazette*.

The reduction in the number of public school girls accepted was even more striking. Just over half of Oxford girls in 1975 came from English state schools against about 43 per cent from public and direct grant schools.

Public and direct grant boys still outnumber boys from state schools, but the difference is narrowing. Last year Oxford accepted just over 37 per cent of its total intake from public schools compared with 40 per cent for the years 1965-74. The number of direct grant boys remained constant at 17 per cent.

By contrast a survey of candidates for all universities in 1971-72 showed that about a fifth of those accepted came from the English direct grant and public schools.

Despite these changes some aspects of the traditional Oxford pattern remained intact. Among men and women, Oxford still recruits predominantly in the South East. Nearly half Oxford undergraduates in 1975 came from London and the South East region.

The North West contributes many more students than the North, Yorkshire or Midlands. No students from Scottish schools were accepted last year.

The quality of Oxford students remains high, judging by A level results. Nearly two-thirds of men and women—although women did proportionately slightly better—got A level grades, averaging at least two As and a C. A survey of all university candidates applying through the Universities Central Council on Admissions showed that only a quarter got such high results.

Of the women accepted at Oxford last year, 30 per cent got at least three A grades at A level; a quarter of the men did as well. In the general UCCA sample, only 8 per cent of both men and women did as well.

Another traditional pattern held in the examination boards through which the Oxford men passed. Oxford and Cambridge Board handled nearly half of the men accepted and Cambridge Local and Oxford Local together accounted for another fifth. For university candidates as a whole London and the Joint Matriculation Boards are the most important.

Roughly equal numbers of men were accepted for arts and sciences subjects and about half that number—400—went into law and philosophy and the social sciences. The women were more arts biased. More than 350 went into arts subjects compared with 220 in the sciences and just over 100 in the law and social sciences fields.

Oxford University Gazette, 10p. *Times Higher Education Supplement.*

Regret over rebel union

Universities and colleges should stay in the National Union of Students and campaign to change it from the inside, say the Federation of Conservative Students.

Mr Mark Hapgood, chairman of the federation, last week criticized St Andrews University for their decision to disaffiliate from the 770,000-strong NUS because they did not like its policies or leadership.

"I regret the decision because the federation is committed to the concept of a national union of students negotiating on behalf of all students."

Five other universities will shortly discuss their membership of the NUS. They are: Imperial College, Keele, Manchester, Loughborough and Liverpool. Birmingham University has already decided to disaffiliate.

TV an aid for handicapped

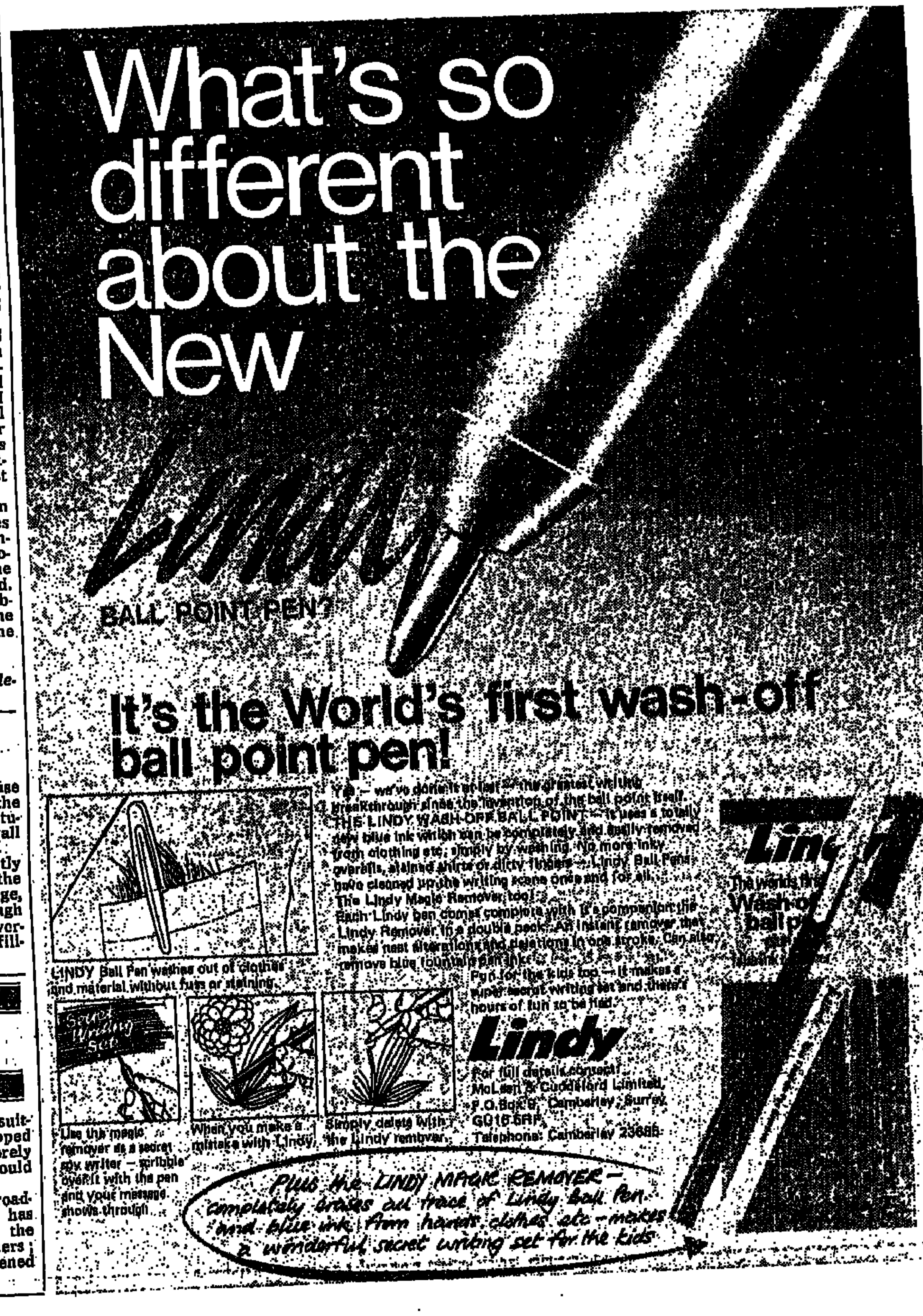
Teachers should be trained to use educational television at college, say the Independent Broadcasting Authority in their evidence to the Warnock Committee on special education.

Television is used as much in special schools as in ordinary ones because teachers recognize the importance of bringing handicapped children into contact with normal life. It can help deaf children with language development and also encourage the partially sighted.

Warnock

However, television is not suitable for use with all handicapped children. Some autistic and severely language disordered children would not benefit from watching it.

The IBA say educational broadcasting for the handicapped has three main functions: helping the child to learn; helping teachers; and helping to create an enlightened public attitude.



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Course at the Planetarium, NMM, for limited number

April 5 to 9 inclusive

Accommodation available in Hall of Residence

Fee £30.00 payable on registration

Few non-residential places: fee £11.00, payable in advance

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5–14 JULY 1976

This 10-day residential course will deal with:—

(a) the relevance of aspects of management and organization theory to the school situation, and

(b) some current developments in the management structure and in the organization of the secondary school.

The course will be held in Craiglockhart College of Education, Colinton Road, Edinburgh. The course is open to any registered teacher. The fee, which covers full board and residence for the duration of the course, is £56. Membership will be limited to 24.

Application forms and further information may be obtained from the Director, Scottish Centre for Studies in School Administration, Moray House College of Education, Holyrood Road, Edinburgh EH8 8AQ.

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a national counselling and training organisation, supported by the Department of Health and Social Security and the Home Office: 'recognised' by the Inner London Education Authority; staffed by a team of psychiatrist, psychotherapists, social workers, clergy, etc.

The Foundation also offers training in Group Counselling (2 year, part-time)

Forms of application for all courses and details of fees etc., can be had from the Training Secretary (TS), Westminster Pastoral Foundation, Central Hall, Matthew Parker Street, London, S.W.1. Courses begin in September, 1976. Application is necessary now as demand for places on these courses is heavy, and this advertisement is unlikely to be repeated.

Counselling (one to one and group) is offered to all in need of help or to facilitate growth. For appointment, write the Intake Secretary, at the same address.

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Postgraduate Certificate in Education of the School of Education of the University of Manchester

Applications are invited from men and women who are suitably qualified or who expect to graduate, whatever their subjects, this coming summer, and who wish to teach children up to the age of nine years, i.e., in Infant, Junior or 'First' school.

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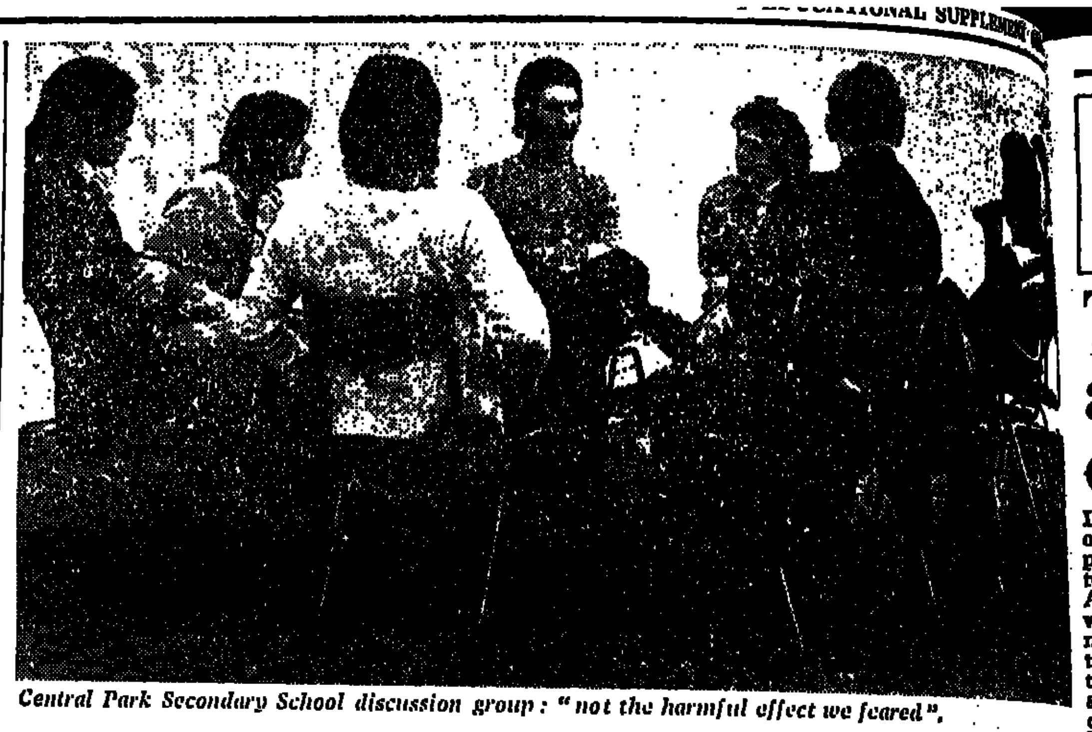


Central Park Secondary School discussion group: "not the harmful effect we feared".

Talk and sympathy

Discussion groups are being used to let disruptive pupils talk through their problems. JANE FEINMANN reports

Every Tuesday morning, Douglas Miller, a woodwork teacher at a Cheshire secondary modern school and, of necessity, "a strict disciplinarian", takes a class of 10 of the worst behaved children in school. He lets them put their feet on desks, listens sympathetically to their criticisms and lets them ramble on about their problems with the law, their parents and boy or girl friends.

He is one of four teachers at Central Park Secondary School in Macclesfield, who, with a social worker apiece, have taken part in weekly discussion groups during the past 18 months with 40 of the rowdiest children in school in an attempt to come to grips with discipline problems and to break down mutual suspicions.

The scheme began two years ago when an English teacher complained that her third year class was uncontrollable, and the deputy head, Mr Alan Rausham, offered to sit in on a couple of classes to try and find out why.

The discussion groups grew out of Mr Rausham's initiative. The idea was to give the children a chance to relate to authority figures in a more personal way. The teachers were encouraged to talk frankly about themselves and their problems so that a sense of trust would be built up. The aim was to reduce the truancy and delinquent rate at the school while increasing the children's awareness of themselves.

From the beginning there was opposition from some of the staff. William Butts, the head, gave permission for the project to go ahead in spite of reservations. "I was afraid of the possible destruction of authority. Many of the staff felt that by giving recalcitrant children the opportunity of airing their views, you sowed the seed of revolt."

Teachers sympathetic to the project argued that the discussions would be therapeutic. "I felt that their problems are right on the surface", said Janet Lancaster, a teacher who was also a local girl. "Living in a working-class, fairly rural environment, they are unsophisticated, short on vocabulary, and virtually unable to express emotions. But given the chance, they would be only too willing to talk about themselves."

Mr Rausham got in touch with a residential psychiatric adolescent unit at a mental hospital near Macclesfield. Three social workers and a nurse were interested in helping Central Park and went along to a staff meeting.

Once again mutual distrust arose, this time between the social workers and teachers. It was decided that each of the social workers be attached to a year head. After they had been seen around school with friendly teachers for a while, the distrust lessened.

The social workers suggested that particularly withdrawn children should be mixed in with extroverts and that attendance at the discussions should be voluntary. Rod Jones, one of the social workers, said: "It was a fruitful partnership. The teachers involved were enthusiastic about the project but felt they lacked the necessary skills. We had that experience from the young people's unit and also had the manpower available."

Douglas Miller said that 70 per cent of the chat in his group was mere trivia; "But it was this wanted to talk to adults. Sometimes we'd get on to situations—families, social and poverty—and you felt you getting somewhere. But the major breakthroughs were the very quiet children began talking."

The children enjoyed the because "the teachers treated if we were of the same stand not like lumps of dirt as usually do".

A boy, with a history of said the best thing about listening to other people and what they thought. "Some haven't bothered with before". Another boy "If I said that the teacher me and they said they could nowt about it, but they said did it, then I wouldn't do done again".

The success of the scheme been difficult to assess. As said: "It is difficult to say the children have matured or whether their behaviour improved for other reasons he thinks the children in the are among those in the school behaviour has improved," we can say the groups have the harmful effect we feared."

There are success stories but are fairly undramatic. One boy a social worker, was away assessment centre with the borstal. "When he came was able to avoid the usual sive bragging. The teacher wasn't really all that brilliant it?' And given the chance down, he told the group detail how terrible it had

Another girl who had been victed of demanding money menaces, is now doing social

Douglas Miller says the were as beneficial to the as to the pupils. "I am aware of the problems of the kids are facing."

MA in social work approved

The University of East Anglia is to launch a new degree in social work. Beginning next October, the course will last two years and lead to a masters degree. There are already six applicants for each of the 12 places.

The university says: "The need for a high standard of social work education is increasingly recognized as social workers are given greater responsibilities for maintaining the quality of life in society, yet in the local authorities at the last count only 37 per cent of all basic grade social workers were qualified."

The course will concentrate on the study of personal relations in families, community and institutions, the need to balance care and control. There will be special emphasis on protecting a growing number of people from misfortune. Academic and practical learning will have equal importance, with collaboration between the university and social work agencies.

The director of the course, Dr Martin Davies, says: "It is one way in which the academic teaching in the university is able to make a direct contribution to the welfare of society. Students will spend a lot of their time in the field benefiting from the experience of the social work agencies."

LEAP year

Mr Joss Ackland, the actor, is looking for people who, like him, were born on February 29 so he can invite them to a party in London on behalf of the National Society for Autistic Children.

The society will then launch a campaign called LEAP, life education for the autistic person, which aims to improve vocational and educational opportunities for them.

Anyone born on February 29 interested in LEAP, should get in touch with Joss Ackland at the National Society for Autistic Children, 1a, Golders Green Road, London, N.W.11.

Staff protest over allowances

Teachers in Wolverhampton are threatening to take action against their local authority over the withdrawal of special allowances.

The £351 a year allowance are paid to teachers in ordinary schools who take classes of handicapped children. The allowances are discretionary and education authorities can choose whether or not to pay them. But the Wolverhampton teachers say they came to the city in response to advertisements which specifically mentioned the special allowance.

Mr John Bowdler, secretary of the Wolverhampton association of the National Union of Teachers and a member of the NUT national executive believes the authority's decision to cut off the allowances may constitute a breach of contract. Last week he referred the matter to officials at the union's London headquarters. Now NUT solicitors are looking into the case, including its contractual aspects.

CRAC

Careers competition details, and five new titles.

SEE PAGE 7

Science diary by John Maddox

Turn on and drop off . . .

In the past few years, the number of people in the United States who practise deep meditation is thought to have grown to nearly a million. A group of psychologists at the University of Washington in Seattle has now raised the sour possibility that there is nothing much to distinguish the state of deep meditation from sleep (*Science*, January 23). One consequence will no doubt be a howl of protest from the devotees. Another may be to help discourage the fad.

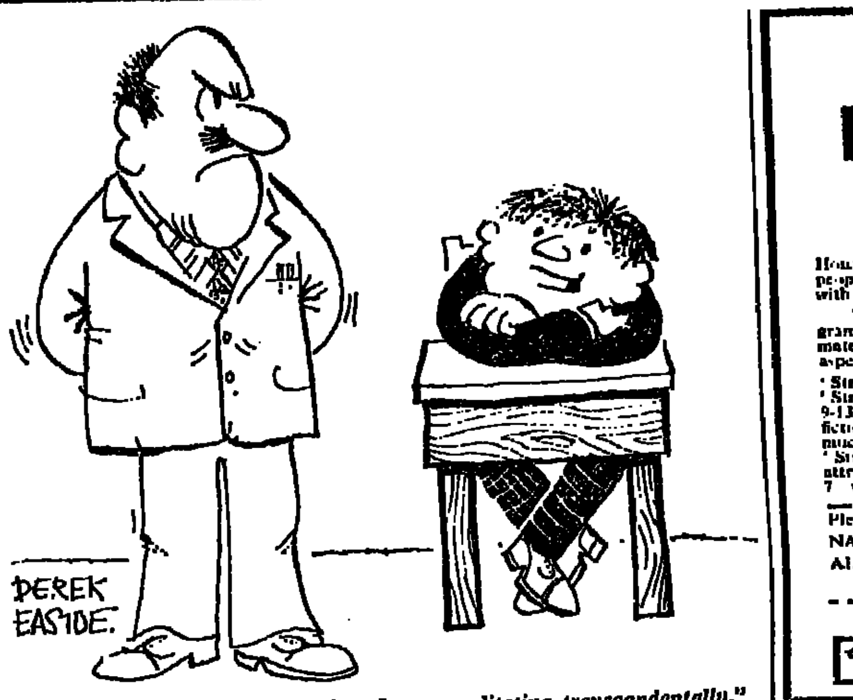
Those who practise deep meditation have been encouraged by claims that they can thereby enter a state of consciousness which is unique, but in which their bodies function at a low level of metabolism, as in sleep. The difficulty with testing this claim, of course, is that if you ask somebody who is in a state of deep meditation whether he is sleeping, he will either wake up and deny it or he will complain that you have interrupted his meditation.

So what else can be done? The experiments at Seattle involved 10 experienced practitioners of the art of meditation, most of whom were teachers as well. They were invited to spend periods of 40 minutes either in meditation or taking a nap, and electronencephalographic records were made of their brain function during each spell. It has been the practice among psychologists for several years to distinguish between the different stages of sleep by the appearance of these records of electrical activity in the brain, and there are recognizable differences between wakefulness and drowsiness ("stage 1" of sleep) and deep sleep itself.

Measuring a mediator, under the eyes of the guru. Picture from a British study two years ago at the Royal College of Surgeons.

The outcome of the measurements is simple. For the individuals taking part as subjects in the experiments, periods of deep meditation and attempts to nap produced the same kinds of records of brain activity, and for much of the time these were identical with those expected in the various stages of sleep. This ties in well with what the subjects themselves reported about their sensations during meditation and napping: they were asked if they had fallen asleep, and their replies agreed well with the records of brain activity.

It will be apparent that I am not a devotee of transcendental meditation, but I would not hold that the evidence from Seattle shows there is no such thing. What does however seem apparent is that a good many of the teachers of transcendental meditation on the west coast of the United States have not quite caught the skills of their gurus. I'm not surprised.



"No, sir, I wasn't day dreaming. I was meditating transcendentally."

Genetic clue to measles and multiple sclerosis

The notion that the big upheavals in science come about by accident will be powerfully reinforced by the excitement which now abounds in the border land between genetics, immunology and medicine. The story is this.

It has been known for 20 years, but especially since the work of Medawar, that you cannot graft skin (or other organs, for that matter) between unrelated animals with any chance of success, and that the explanation must have something to do with the way in which the body is able to recognize and then reject foreign tissues, even pieces of skin from animals of the same species.

Moreover, because skin and other grafts between identical twins will take, it is clear that the specificity of these immunological reactions must be under genetic control.

With the development of the surgery of organ transplantation, techniques for telling which tissues were likely to be compatible with others were developed, and it quickly became apparent that the compatibility of one person's kidney with another person's body could be assessed by tests carried out with the white blood cells or lymphocytes for each. Briefly, if lymphocytes from two people are mixed together, there will be a reaction between them if their tissues are incompatible.

Why should this be? The inference is that lymphocytes, like the cells from other body tissues, carry chemicals which are specific to the individuals concerned, and, for reasons which are readily apparent to those who know Greek, these were called the "histocompatibility antigens". (*Histo* means tissue.)

Ten years ago, when the first enthusiasm for organ transplantation was at its height, people hoped that it would turn out to be as easy to recognize compatible tissues as to tell what kinds of blood could safely be transplanted from one person to another.

This expectation has, however, been frustrated. It turns out that when a person's tissues are apparently well matched with another's, the chances that a kidney graft will take are much less than for transplants between identical twins.

The explanation is that there are many more histocompatibility antigens than there are different blood groups and that, even when they have all been identified, the numbers of different types of individuals will run into tens of millions (so that the chances of finding compatible tissues by hunting through the general population will almost always be negligible).

So, the argument goes, there must be some hundreds or even thousands of genes somewhere in our genetic apparatus which determine the chemical structure of the histocompatibility antigens. In fact, it turns out that these are located in a region of the human chromosome called chromosome six, now known among human geneticists as the major histocompatibility complex (or MHC for short). So far, there is no great surprise.

The excitement that has now burst on us stems from the recognition that people susceptible to particular diseases carry particular types of histocompatibility antigens in their cells. The first of these associations, recognized five years ago, was of the susceptibility of mice with a particular histocompatibility antigen to leukaemia caused by viruses.

Now it seems that a range of diseases as different as multiple sclerosis, psoriasis, ulcerative colitis, some forms of rheumatoid arthritis and even possibly diabetes turn up predominantly among people carrying particular kinds of histocompatibility antigens. Moreover, many of these conditions appear to be triggered off by infections of various kinds.

The view that is now emerging, therefore, is that the MHC region of the human chromosome number six contains a whole series of genes concerned not just with the mechanism by which the body recognizes foreign tissues but also with the efficiency of the body's reaction to particular diseases.

Multiple sclerosis is a fascinating example, for there is some evidence that people with this wasting disease of the muscles are also especially resistant to measles infection—often they manage to avoid measles infection in early childhood—but they tend also to carry abnormally large amounts of the antibody against measles virus in the blood.

So is it possible that their capacity to produce measles antibody in large amounts is also the reason why they are susceptible to multiple sclerosis? It is only a possibility, but it is a sufficiently tangible hypothesis for those concerned with the origins of the disease to have something tangible to work on.

And by now there is such a range of diseases associated with particular inherited combinations of genes in the MHC region that medical research will be enormously stimulated in a great variety of fields. In the end, the practical benefits will be enormous.

But the same series of developments has begun to throw an important light on the way in which the body's immune defences work. There are two kinds of lymphocytes in the blood, one kind released directly from the bone marrow and the other matured for some time in the thymus gland.

Cells of the first kind carry antibodies and are the chief agents of the body's defence against, say, a bacterial infection. Cells of the second kind are chiefly involved in the more subtle immune reaction called cell-mediated immunity. But there are also circumstances in which cells of both types have to cooperate with each other if foreign material is to be eliminated from the body.

What now seems clear is that genes in the MHC region play a crucial part in deciding how efficiently these separate processes will work. That has always been a puzzle, and it now seems ripe for unravelling.

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"Swimming Pools and P.E. Equipment"

West Germany

Bonn draws up children's job charter

by David Dungworth

The Federal Parliament is in the process of updating a whole series of statutes relating to children and young people.

Last year fundamental reforms in the law on adoption were enacted (*TES* March 21, 1975) and minor adjustments, necessitated by the lowering of the age of majority to 18, were made in the Young People's Welfare Act. At present under discussion in committee are far-reaching changes in the Law for the Protection of Young People in Society, which is now almost 25 years old.

The Bundestag also recently passed a new version of the Youth Employment Protection Law. As this measure has the support of all political parties, its approval by the Upper House is expected to be a formality.

It is concerned with the occupation of anyone under the age of 18. The minimum age for full-time employment is to be raised from 14 to 15, although children of 13 and over will be allowed to do light agricultural work, deliver newspapers or engage in activities such as acting as ball boys for various sports.

The Bill provides for some significant improvements in working conditions. The five-day week will become obligatory and will be limited to 40 hours. Shifts must not last longer than 11 hours for young people in hotels and restaurants, 10 hours for those in other occupations and eight hours for young miners working underground. There will be an annual medical examination for all employees under the age of 18.

A young person's working day may not begin before 7 am and piecework or any other methods requiring juveniles to work against the clock will be prohibited. Exceptions to either of these rules will be allowed only for vocational training purposes.

Attendance at a vocational school on at least one day a week will continue to be a normal feature of apprenticeships. Trainees who spend at least five hours in school will not have to report for work on that day. The same will apply to those on block release courses involving not less than 25 hours' instruction a week and to any days on which examinations are held.

Holidays will also be increased. Instead of the present 24 days' annual leave young workers will in future receive 25 to 30 days according to their age with an additional three days for those in the mining industry. Juveniles may not be required to work at weekends or on public holidays unless they are given other days off in lieu.

The new law is backed up by financial penalties. Any employer who infringes its regulations will be liable to a fine of up to DM 20,000 (about £3,800).

Soviet Union

One library per 2,000

The Soviet Union has one library per 2,000 of the population. In the past five years 12,500 new libraries have been opened, most of them in the rural areas. In the next five years another 16,000 libraries will be built. *Novosti*

Republic of Ireland

South still lags far behind Ulster in spending

from our correspondent

DUBLIN

Educational expenditure in the Republic of Ireland is "significantly lower" than in Northern Ireland, according to a major report published here last week. The report suggests that the analysis remains true whether it is based on expenditure per head of the population, per pupil, or per member of the labour force.

The Republic, it shows, has been narrowing the gap over the 1963-64/1973-74 decade, but still has a considerable amount of ground to make up.

At the beginning of this period the Republic spent only 43 per cent of what Northern Ireland spent on education per head of the population: at the end of the decade this had increased to 58 per cent—but the bulk of the increase related to teacher salaries to help cater for increased enrolments.

Not even the extra expenditure on teachers, however, has done more than make a minor dent in the pupil-teacher ratio in primary schools, (32.2:1 in 1973 as against 34.3:1 in 1960-61), so that primary classes in the Republic are still significantly larger than those in Northern Ireland (where the highest ratio in 1971-72 was 28.8:1) and in Britain (26.1:1).

The National Economic and Social Council, in a comment on the report, uses this as the basis for a call for massive investment in teacher supply in order to reduce the primary class size.

In Northern Ireland, expenditure on non-teacher items is seventeen times greater than in the Republic. Even if private expenditure — usually parochial — in the Republic is included, and all private expenditure elsewhere excluded, non-teacher expenditure in Northern Ireland is still almost six times as great.

The report analyses separately differences in expenditure on milk, meals, health and transport, which it says demonstrates the "extremely low" provision of services in the Republic compared to other areas.

In 1971-72, for example, the Republic's overall spending in these areas was £3.97m, compared with just over £9m in Northern Ireland.

However, 85 per cent of the Republic's expenditure was accounted for by transport, as against 22.7 per cent in the North. This, the report points out, is not related to population density, but to the lack of non-transport services on a wide scale in the Republic.

In its general recommendations, the NESC argues for greater research into the impact of present patterns of educational expenditure on the redistribution of income and of life chances, calls for the universal provision of free school books, and suggests that the possibility of a mixed system of loans and grants for students in post-compulsory education, whether at second or at third level, should be considered.

Educational Expenditure in Ireland, *by John Sheehan, with a comment by the National Economic and Social Council, Stationery Office, Dublin*, 45p.

South Africa

Wary welcome for 'liberal' Minister

from Louis Hotz

JOHANNESBURG

In a Cabinet reshuffle, Senator Johan van der Spuy has been replaced as Minister of National Education by Dr Piet Koornhof, who will combine the portfolio with his present Ministry of Sport and Recreation.

Teachers' organizations received his appointment with "guarded optimism" against a background of outspoken discontent with existing educational administration and public concern at official failure to come to grips with teachers' grievances and shortage of qualified staff in key subjects.

Senator van der Spuy had been criticized for reputed lack of sympathy with teachers' demands for a thorough overhaul of the educational and teacher training system.

Dr Koornhof, a former Rhodes Scholar, has established a reputation as an able, energetic Minister who has taken South Africa a long way towards the removal of racial barriers in sport at national and international levels.

He is seen as a member of the relatively liberal "verligte" wing of the Cabinet and might well justify hopes of a new deal in educational administration and status of the teaching profession.

Dr Koornhof: energetic.

A more controversial appointment affecting education is that of Dr Aidries Treurnicht as Deputy Minister of Bantu Education.

Dr Treurnicht is long known for his hard-line views on race policies and often open disagreement with recent more liberal aspects such as the gradual elimination of discriminatory practices.

His choice for the Bantu education post, though in a minor capacity, has been greeted with surprise and misgivings about possible repercussions on race relations.

A change has also been made in the Ministry of Coloured Relations, which handles Coloured education. The new Minister is Mr Hendrik Smit, who replaces Dr Schalk van der Merwe.

The Smit appointment comes on the eve of anticipated far-reaching changes in Coloured policy.

Denmark

Hold-up in sex teaching case

A decision on whether Denmark's 1972 law making sex education compulsory for all pupils nine years and older infringes the European Convention of Human Rights (*TES*, October 17, 1975) has been delayed.

In a statement to the Human Rights Court, the Danish Government now claims that the Rights Commission which submitted the case had no authority to do so.

Six Danish parents, who took their complaints to the Commission, claim that the law conflicts with the parental right to have their children taught in accord with their religious views.

TRAVEL

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United States

Discipline is key issue, parents tell Gallup

from Michael Binyon

WASHINGTON

Fewer people than ever before believe America's schools are doing a good job, and more than a third of young adults and those educated at college think they are doing poorly, according to the seventh annual poll of American attitudes to education by Gallup.

Lack of discipline is regarded as the most serious problem facing schools, followed by the difficulties of segregation and bussing. For the first time crime and vandalism are among the top ten issues.

The poll for 1975 shows that the list of the top ten problems viewed by the public remains substantially the same as in 1974. In order, they are: lack of discipline; segregation/bussing; lack of proper financial support; difficulty of getting "good" teachers; size of school/classes; use of drugs; poor curriculum; crime/vandalism/stealing; lack of proper facilities; and pupils' lack of interest.

The sample of 1,558 adults was also asked to rate schools according to five grades—A, B, C, D, and fail. Only 13 per cent gave schools an A compared with 18 per cent in 1974, and the number giving a fail rose from 5 per cent to 7 per cent.

The lowest rating of maintained schools came from parents with children attending independent schools. In this group only 5 per cent gave maintained schools an A and 34 per cent rated them D or fail.

In surveys of particular problems and issues, 59 per cent of parents with children at maintained schools said the use of drugs by young people was a serious problem, and 55 per cent of the whole sample thought alcohol also a problem.

An overwhelming majority — 84 per cent—thought their local schools should make pupils attend courses on the effects of drugs and alcohol.

Of those parents with children now at school, 47 per cent said pupils had "too many" rights, compared with 11 per cent who did not think they had enough. Thirty-five per cent thought the balance about right. When the same question was asked in 1972, only 40 per cent thought pupils had too many rights.

Hand-in-hand with this belief is a growing reaction against low standards of behaviour in schools. Parents were offered an option of a special school with strict discipline and a strict dress code, that placed emphasis on the three Rs.

Such a school appealed to all groups: 57 per cent said they would send their children there because children needed "discipline, rules and respect for others".

Asked whether children were asked to work too hard or not enough, a negligible number ... cent, in the case of elementary pupils and 2 per cent in the case of high school pupils—thought pupils were made to work too hard". More than half thought ... school pupils did not work ... enough.

People were asked what minimum requirements were ... students ending their formal education. The answers showed a pragmatic philosophy: the chief purpose of the system, people thought, was to prepare pupils to get ... and to advance in the business and professional world.

Gallup suggested various ... and asked people to rate them "very important", "fairly important", or "not important". ... came top of the list, with ... cent thinking it "very important" that pupils could read well enough to follow an instruction manual.

Next came ability to write a ... of application using ... grammar and correct spelling ... per cent thought this "... important".

Knowing enough arithmetic ... able to figure out such a ... as the total square feet in a ... got 87 per cent. Having a ... skill, such as typing or a car ... anic's, got 85 per cent.

A knowledge of the American Government and political parties ... 68 per cent, and knowing something about the major nations of ... world today and their way of ... got 49 per cent (40 per cent thought this fairly important, and 10 ... cent not important).

Pittsburgh strike end dispute

The nine-week strike of 4,000 teachers in Pittsburgh ended last week (*TES*, Jan 30), when the teachers accepted by two to one a new contract giving them rises of ... over the next two and a half years.

Not all the teachers' demands were met: they did not get an automatic cost-of-living rise, nor ... corporal punishment be reinstated.

The local union still has a massive fine of $105,000 hanging over it, imposed because the teachers refused to comply with a judge's order to return to work. The union does not have the necessary funds and talks are now going on about a face-saving formula.

Italy

Left woos workless young with pay-for-all plan

from Dalbert Hallenstein

VERONA

Italy's two major left-wing political Parties, the Communists and the Socialists, are beginning to devise emergency measures to cope with the estimated 1m unemployed young Italians between the ages of 14 and 29 now in search of their first job.

This mass of increasingly desperate young people is now commonly referred to as "the time bomb" and represents a significant proportion of the Italian electorate. The 18 to 20-year-olds, granted voting rights last year, also account for more than 2m votes.

With the prospect of early elections, the Socialist Party has recently drawn up a plan for the State to employ the unemployed young in fields where its activities are now non-existent or deficient.

The plan would give a nominal monthly "wage" of 100,000 lire (£68) to the unemployed young who would be set to work on such schemes as guarding Italy's notoriously unprotected museums and archaeological sites, helping in reafforestation and forming emergency squads to act in cases of natural calamity.

The Communist Party, too, has been speaking in general terms of a project to create a national fund to finance a type of mass apprenticeship, from which the young would emerge with real skills which could help them to find permanent jobs in the future.

But the schemes have been criticized as both too costly—the Socialist plan would cost between £700m and £1,000m annually—and as politically and socially even more explosive than the present situation.

The conservative political parties appear to be worried that such schemes might unify the at present politically voiceless young unemployed, rendering them vulnerable to extremist political groups.

And the powerful confederated industrial unions fear that a mass of young people, working for a nominal wage, would soon insist on normally paid, permanent working conditions; a request which the unions know they would be unable to satisfy in the foreseeable future.

The unions fear, therefore, that Italy's young may be attracted into the labyrinth of small autonomous sectorial unions (many of them right-wing) which are at the moment attracting increasing numbers of workers, by offering to fight for Utopian economic conditions which the Italian economy is not in a financial position to grant.

Sweden

Major plan for migrant mother tongue teaching

from Mike Duckenfield

STOCKHOLM

Plans to double State spending on teaching immigrant children their mother tongue and to make it obligatory for local education authorities to provide such tuition have been presented to Mrs Lena Hjelm-Wallén, Schools Minister.

If agreed, the proposals—costing 90m Skr (£11.1m) in the first year—would affect 95,000 youngsters between the ages of four and 19, including about 40,000 Finns and large numbers of Yugoslavs, Greeks, Turks and Hungarians, as well as Danes and Norwegians.

The report encompassing the proposals was drafted by a specially-appointed Ministry committee set up to examine education for immigrant children in the light of the huge influx of aliens during the last 15 years.

With 406,700 resident foreigners, making up 5 per cent of the total population, Sweden is now one of Europe's biggest importers of labour.

By far the biggest group of newcomers are Finns, 300,000 of whom have come to Sweden during the last two decades attracted by the generally booming economy and the free Nordic labour market. At present they account for almost half of all aliens.

According to Ministry estimates ...,000 children of nursery school age (four to six-year-olds), 63,000 in the nine-year comprehensives and ...000 in the secondary schools would be eligible for the expanded tuition schemes.

From the beginning of the school year in autumn 1977, each l.e.a. would have to take annual stock of its special measures for immigrant children and, where feasible, organize programmes of mother-tongue tuition and remedial teaching in Swedish. Priority would go to pupils in the voluntary nursery schools and in the first six years of the comprehensives.

State support to the l.e.a.s would enable them to offer up to six hours a week mother-tongue tuition in nursery schools; up to four hours a week in the comprehensives, and up to two hours a week in the secondary schools.

The minimum size for a class for mother-tongue teaching would differ according to the educational level of the pupils. In nursery schools the minimum number would be six, while in the comprehensives and secondary schools it would be four, with the possibility of even fewer at the most senior stages.

New teaching posts would be created for "native language teachers" who would give instruction to all age groups, participate in surveys to find out local needs and run counselling services for children and their parents.

In effect, the proposals would eventually lead to mother tongue teaching in more than 20 languages, all except a handful of which bear no relationship to Swedish.

At present a few l.e.a.s run mother tongue tuition for comprehensive school pupils for up to two hours a week under a scheme launched seven years ago, and a few have had experimental nursery instruction since 1972. The Ministry is now considering the proposals.

France

Paid leave schemes under review

from William Farr

PARIS

M Jean-Pierre Soisson, who was moved last month from Secretary for the Universities to Secretary for Professional Training, is to report in three to four months on the progress of continuing training and education for workers.

He is to detail what has been achieved since the 1970 agreement between employers and unions which led to the July 1971 law and to propose changes that might call for Government action.

The law gives all workers the right to take time off, in many cases paid, to follow part-time or full-time courses to improve their qualifications in their job or to help in taking up a different kind of work.

It obliges employers to contribute to the financing of training courses the equivalent of not less than 1 per cent of their total wage bill.

It is estimated that in 1974-75 2.5m workers—one out of eight—took part, and that employers contributed almost 5,000m francs (£600m). The State contributed 2,400m francs.

M Soisson's report is expected to give information on the types and duration of courses, on the numbers of workers at different levels who have followed different courses and on the organization of courses by the employers themselves, by state institutions and by private agencies.

M Soisson: hoping for agreement.

Meanwhile, representatives of the *Conseil National du Patronat Français* (CNPF), which groups all the large employers and 80 per cent of small and medium-sized firms, and the unions met last week to review the 1970 agreement. The unions want all workers to be paid their wages while attending free courses of their own choice.

They also want union representatives within large concerns to have more say in the preparation and conduct of internal training courses. And they argue that employers should give promotion or higher pay to those who complete courses successfully.

The CNPF, which for some time resisted the unions' request for a meeting, is clearly unsympathetic to any changes which will increase the charges to be borne by employers.

M Soisson will be hoping that he will be able to base any new legislation on agreements reached between the two sides—as was the case with the original law of 1971.

Workers' children 'prefer big classes'

by John Gretton

French middle-class children work better in small classes, and working-class ones in big classes, containing as many as 50 pupils, according to a study of nearly 3,500 children in 125 schools.

Writing in the *Revue française de sociologie* (vol 15, no 2), the researchers, Mohammed Cherkaoui and James K. Lindsey, attribute their findings to two factors. One is the distinction, which they take from Bernstein, between the "formal" language shared by teachers and the middle class and the "public" language of most working-class children.

In smaller classes, the authors argue, those who use the public language are more easily identified and attacked by the teacher. The resulting conflict is one reason why they have more difficulty in learning.

The other factor is linked to discipline. Sanctions can be severe in a working-class family, but they are irregular and intermittent since working-class parents have less time to devote to their children.

That, say the authors, is similar to the situation in a large class, where a teacher cannot hope to control everybody all the time. Working-class children, they suggest, find themselves more at home there and therefore learn better.

Australia

Union hits at hiring of foreign staff

from John Kirkaldy

SYDNEY

The arrival of 300 teachers from the United States in New South Wales, has provoked fresh controversy between the State's education department and the New South Wales Teachers' Federation.

The federation argues that hiring teachers from abroad is irresponsible at a time when there are 3,000 local teachers unemployed in New South Wales out of a teaching force of 42,000. At present, there are 1,649 foreign teachers in New South Wales working in primary and secondary schools.

Sir Eric Willis, Minister of Education at the time of the teachers' arrival, denies the federation's claims. He says that the arrivals are the result of a recruiting campaign carried out in the United States and Britain in 1974 when there were not enough teachers.

"When a significant drop in resignations and retirements became apparent late in 1974, overseas recruitment was terminated and no campaigns to obtain teachers were conducted in 1975", he commented. The department maintains that commitments to overseas teachers have to be honoured.

Sir Eric also disputes some of the federation's figures: "Over the past decade the number of children in our schools has increased by 21 per cent but the number of teachers has increased by 50 per cent."

He disputes, too, the figure of 3,000 unemployed teachers. According to official statistics the number is 1,738.

Sir Eric will not face the situation any longer. Almost as soon as the first foreign arrivals had come, the Liberal Party in NSW voted out former Premier, Mr Tom Lewis, and elected Sir Eric in his place.

Spain

2,000 walk out for monthly minimum

from William Chislett

MADRID

One hundred and eighty-six private schools for basic general education (six to 14-year-olds) came to a halt last week in Madrid when over 2,000 teachers came out on strike. As a result an estimated 100,000 children were without classes.

The teachers are demanding a minimum monthly wage of £240, work contracts which are legally binding (at the moment there is no guarantee for continued employment for teachers in private schools), a limit of 28 children per class instead of the present average of 40, free trade unions and the reinstatement of teachers sacked for political reasons.

The governing council of the Madrid Teachers Association supported the teachers demands.

Sahara jobs dry up

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Towards a common exam system

Sir,—The nature of examinations at 16-plus is clearly bound up with the whole question of the purpose of compulsory schooling up to 16 and the range of courses offered. However, the question posed by the recent Schools Council document is far more restricted: given the present situation within schools, can the 16-plus examinations arrangements be simplified?

The current system presents many problems, both inside schools and outside: certainly, in the words of the Schools Council report: "it is hardly conceivable that, if a school examinations system were now to be set up from scratch, anyone would devise a structure resembling that which exists at present". Not only does the present system require the duplication of an immense amount of administrative effort each year, but pupils simply do not fall conveniently into the necessary categories.

Furthermore, the present system raises very real questions of comparability between CSE and O level. How widespread, even now, is the acceptance of a CSE grade 1 as equivalent to an O level pass? And what will be the implications of the recent change in the O level grading scheme? If a CSE grade 1 is now equated with an O level grade C, what of grades D and E? It seems likely that the pass/fail concept at O level will be replaced by one of graded/ungraded, and I am sure that many employers will come to view a D or E more favourably than a CSE grade 1 or 2.

Should this occur, then there will be pressure on schools to enter many more pupils for O level examinations which in the past they would unquestionably have failed. Indeed, in my more cynical moments I entertain the unworthy thought that the change in grading was a ploy to increase the number of O level entries, thus giving the O level examining boards more muscle in their fight for control of a common system, should one emerge.

I feel sure that most schoolteachers would welcome such a common system of examining, provided they were convinced that it could adequately cater for both the most able O level candidate and the least able CSE candidate. In most subjects a common examination paper seems inappropriate, but I see no reason why in my own subject, mathematics, four or five papers of increasing difficulty could not be set, with candidates entering for two adjacent papers.

There would be a "highest awardable grade" for each combination—thus on a five-paper system, papers D and E would cater for the lower end of the present CSE range while papers A and B would correspond to the present O level. (Incidentally, only two examination sessions would be needed, one for papers ACE, the other for B and D). Despite the obvious problems inherent in such a system, it would represent a significant advance on the present one, under which the summer term seems entirely dominated by examinations and the consequent disruption of the routine of school life.

The stumbling block for a common examining system, however, is likely to be its administration, and here the Schools Council report provides little encouragement. So while the bureaucrats on the bridge struggle for control of the wheel, we at the sharp end of the education boat can only stand and watch. The distressing thought remains that perhaps there are so many of them up there that the wheel will have no room in which to turn.

A. R. PARRY,
Daventry Southbrook Comprehensive School,
Daventry.

Sir,—Mr Willmott of the NFER draws attention (January 23) to the report *Comparability of Standards between Subjects* which was printed in Schools Council Examinations Bulletin 29. This was an analysis of O level and CSE results which confirmed that "subjects which attracted candidates of higher aptitude on the average tended to be those which awarded the worse grades on average". Generally speaking, standards were most severe in languages, physics and chemistry.

The authors of the report concluded that those who use examination results to select for employment or higher education should beware of assuming comparability between grades in different subjects, as such an assumption could be unjust to the abler candidates.

It is also important to consider the effect which different standards have on the pupils themselves and their teachers, who are together the most vital—and often the most unsophisticated—users of examination results.

I think that a teenager who obtains Grade 1 in English literature and Grade 3 in chemistry or physics is liable to think that he has an aptitude for literature rather than science. Such an opinion will be even stronger if he has already been given careers advice on the basis of similar GCE-CSE grade forecasts supplied by his subject teachers, as is the procedure in a number of Bristol schools. It is therefore possible that his own attitude to his future and the advice he is given, are based on a misconception of his interests and abilities.

Surely it cannot be coincidental that it is in those subjects where standards are most severe that there have recently been complaints of a drop in the number of A level candidates. As pupils are now given much freer options, they are likely to go for the subjects where they do well. The prospect of a low grade in French or chemistry, however good for the soul, will not attract them.

Indeed, to go for the soft option could be in their best interest. I remember a girl who needed five CSE Grade Ones to get on a nursing course. She would have been successful, except that she was downgraded in French at board moderation—the very last stage of the CSE procedure. The board's reply to a complaint of unequal standards was that comparisons were impossible, as French was "an academic subject". If she had realized this earlier she might have opted for, say, art, and so have achieved the required level of education.

I think that to establish equity between the subjects could only be beneficial. Much of the recent talk of maintaining standards has implied that O-level grades come hot from Mount Sinai, and this is not the case. It is arguable that the present examination system is turning abler pupils against languages and science by failing to reward those who attempt these difficult subjects.

R. A. MAIDMENT,
81 Richmond Road,
Montpelier, Bristol.

'No change' in university standards

Sir,—My first reaction to the letter from J. Dunning-Davies on the 16-plus proposals (January 16) was that it did not deserve the compliment of rational opposition. However, I feel that some response must be made if only to reassure teachers generally that unverifiable or meaningless generalizations are not the only mode of discussion among university staff.

My own view is that the part played by universities in debates of this sort should be very small indeed. The temptation for us to take a narrow view is too great. We may have enormous expertise in our own disciplines but we will tend to see the educational system largely in terms of its efficiency in sorting out the academically able for us.

Since we know of no other way to do this than through an examination system, our consequent influence on the educational structure is considerable and out of all proportion to the fraction of school-leavers that comes to us. Rather than entering educational debates thundering about academic standards, it would be more rational for us to worry about whether we distort education unduly even if unintentionally.

That is why a letter like that of Mr Dunning-Davies distresses me. The expression "lower academic standard" is too ill-defined to form the basis for any attack, and without definition it is likely to be interpreted in its narrowest sense of syllabus content. If those engaged in reform of our system defend themselves by increasing such content they will make the achievement of other, more important, objectives very difficult.

Even in universities, some of us (and I could here quote recent articles) are concerned about the way a large syllabus content may make the rounded graduate a rarity. We would see this as an attempt to raise academic standards, but it is clear that it could be interpreted as a "ploy" to lower them.

I would, therefore, regard discussions about academic standards at the 16-plus level as largely irrelevant or at best misleading. Unless we can agree on a definition, opinions about the relative standards of past and present or of different systems of education are valueless. For instance, I have myself taken the prewar matriculation and higher, as well as taught and examined the postwar O and A levels, I would say that the present academic standard is considerably higher.

Having taught in a university for 25 years I would say that the present level of intake differs little from that of 1951. Knowing the standard of a first-year university course, I would suggest that it has no relevance to that of the school with which Mr Dunning-Davies compares it. But these are all personal views with no more validity or relevance than his contrary ones. I do not think they have any bearing on the 16-plus problem.

Finally, I wonder whether Mr Dunning-Davies realizes the implications of his comment about O level and CSE internal teacher assessment. Why is this an unacceptable practice that should be discouraged? It is the normal method in universities, subject to moderation by an external examiner for most examinations, though not all. Is he implying that teachers have less integrity or competence than university staff, or that the method is so inherently corrupt or inefficient that even universities should abandon it?

The views expressed above are my own and are not necessarily those of any others in this university.

W. J. DUFFIN,
Senior lecturer in physics,
Hull University.

Transatlantic tendencies

Sir,—Having recently returned from a period as a "visiting professor" in the United States, I would wish strongly to support Professor Lowes's concern (January 9) about the increasing tendency to attack the schools as being inefficient; lacking in standards and that teachers should be held more accountable.

During the past two years Sir Alec Clegg has written many articles in the *TES* warning of the dangers of taking on the attitudes that I found prevailed where I was in the United States. These were an overconcern for grades; standardization of presentation by working through work books and masses of mimeograph sheets (the "purple plague").

Pupils tended to be inactive and most of the school day teacher directed. Such education required no initiative from the students and, just as important, none from the teachers. If we listen to the "reactionaries" the best which we have made especially at primary level in support of the Plowden report will be lost.

Of course child-centred, discovery learning does not negate standards, but it should provide a learning experience that is dynamic, exciting and involves students. Such education should also start from the premise that school should be enjoyable and that pupils are still children and not miniature adults.

If we take on the trappings: "accountability", "behavioural instructional objectives", "individualised computer based programmes" we may eradicate the teachers and schools who have abused the freedom and autonomy that they enjoy, but I am sure that in the last analysis we shall lose more than we gain.

AUGUSTINE J. BASINI,
Senior lecturer in education,
Whitelands College,
West Hill, London SW15.

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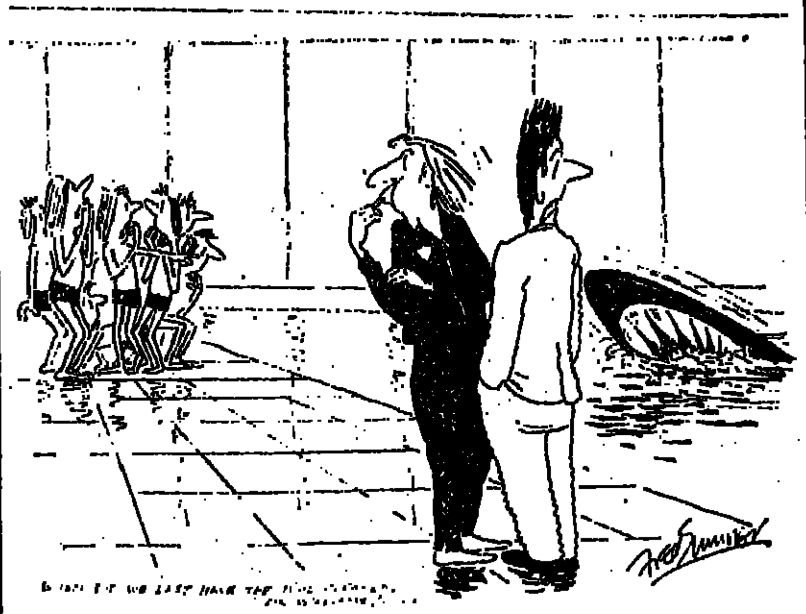


The spinoff from 'Jaws'

Sir,—Though I have neither read the book nor seen the film and begin to find myself in a sometimes uncomfortable, sometimes smug and superior minority, the effect of *Jaws* leads me to make the following observations.

Seldom can so many reluctant novel readers have read so hefty a tome so avidly. And seldom can so many have expressed a critical view which suggests that the majority who have experienced both prefer the book to the film.

Perhaps the more garish spin-off of the whole phenomenon—such as "sharkolate ice cream" and colourful shark "weeklies"—will prove to be more ephemeral than the resultant motivation to read.

Now perhaps we know of at least one type of reading matter which might make CSE Mode 3 reading less "boring" for a considerable number.

I leave the psychologists to suggest why it needs expositions of the horrific to stimulate interest.

SYDNEY HILL,
Cherwell Upper School,
Oxford.

From the horse's mouth

Sir,—Regarding the Birmingham Educational Centre's report, *Continuity in Education* (January 23), did it really take 30 people four years to find out that relationships between children and teachers is the crucial element in a child's happiness at school?

G. DEWSNAP,
Warden,
Pendlebury Hall Teachers' Centre,
Stockport.

Who knows best?

Sir,—Professor Maurice Peston ("The Right to Choose", January 23) brought reason and logic to a contentious area where these qualities have been noticeably absent. Freedom of choice in education has been used by politicians as a rearguard rallying point which the popular press has used in its usual sensationalist, unthinking way.

It would be a step in the right direction if l.e.a.s would accept that parents do not always know what is best for their children in the question of choice of school as Professor Peston acknowledges.

However, his argument appears to change direction in his final sentence, where he advocates that parents "would concentrate on the school itself, participating in and influencing what happens there". How can it be that parents who do not always know what is best for their children in the question of choice of school, should know what is best for their, and other, children within a particular school?

A. B. HODGSON,
22 Arnhem Drive, Caythorpe,
Grantham, Lincs.

Real reading

Sir,—The authors of the recent reading survey (January 23) took a reading age of nine as the level for literacy.

The authors might now care to follow up their survey by testing those with reading ages of, shall we say, between nine and 13 with a sample of real reading tasks—filling in various claim and application forms, writing letters, using telephone directories and timetables. These are basic tasks, which, to the best of my knowledge, require "reading ages" well in advance of nine.

TOM MACFARLANE,
Curriculum Development Leader,
Adult Literacy,
Manchester.

Letters for publication should arrive by Tuesday morning at the latest. They should be as short as possible and should be written on one side of the paper only. The editor reserves the right to cut or amend them if necessary.

But industry must do its part too, Sir Arnold

Sir,—Besides a wide ranging but superficial attack on "the malaise in British education"—chestnuts that will no doubt readily be pulled from the fire by other contributors to your columns—Sir Arnold Weinstock (January 23) raises the crucial issue of a closer understanding between teachers and those engaged in industry. This, at least, he should know something about and be in a position to advance.

If we can accept that a high quality recruitment to industry at all levels is vital to avoid "a decline in living standards so disastrous that our basic liberties would disappear" we must next understand clearly what the present school situation is in this respect. I would like to contribute to this understanding from my own special viewpoint as head of careers and management studies at a boys boarding school, 60 per cent of whose leavers go on to university.

First, even allowing for the predominantly professional occupations of our parents, both boys and parents are increasingly better informed about career possibilities. This is due to the much closer interest of parents in what their boys actually do at school and a recent widespread concern that boys should attain qualifications that will lead to long term job security.

Hand in hand with this has gone a tremendous increase in the quality and scope of careers advice. More boys than ever before have opportunities to spend a few days in industry on careers courses (e g those run by ISCO) or on projects.

These are only possible if industry cooperates fully. In recent years we have seen the rise not only of the A level in business studies (an intake now of about 800 a year) but of properly prepared business/management courses in the general studies curriculum (the CRAC/Tube Investments project was one example).

One important indication that the recent lamentably low application numbers for industry in general, and engineering in particular, is on the mend is the increased interest by school leavers in sandwich courses, particularly industrially sponsored ones. Here is another area where industry can contribute.

In recent years the number of firms offering 1-3-1 sponsorship has declined. It seems likely that the thin university or polytechnic based sandwich course will be needed at about the present level, but I believe a significant improvement in the numbers of high quality potential managers and engineers could be achieved by a long-term commitment by industry to the thick sandwich course.

But it must be long-term. It takes three or four years for a school to learn that Company X provide an effective and challenging training scheme and probably five or six more years to build up the all-important school/industry links to support a continuing flow of candidates.

Too often recruitment policy changes radically over a three to four-year period. It must also be linked to university because, of course, most of the A level leavers who 10 years ago might have gone straight from school to industry, now expect to go on to a degree course.

Sir Arnold rightly notes the crucial role of teachers in influencing, consciously or unconsciously, the outlook of their children. Here is a real problem of communication and opportunity.

I believe industry could help in general by being much more clear about what they want in terms of basic qualifications. To take one example only: if companies could agree on a numeracy standard for entrants at a certain level, this would have a direct and entirely beneficial effect on the emphasis given to basic mathematics in schools.

Much more important is the encouragement and help industry can give schools to train teachers and improve their understanding of industry. Few teachers can have had my own good fortune in spending three months at GEC's own staff college at Dunchurch and more recently a year on the Sloan Fellows Program at MIT in Boston.

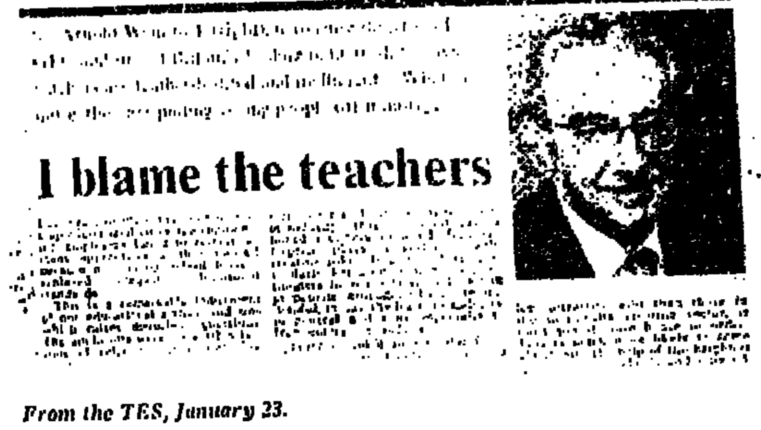
While I am grateful to GEC for the former and I have received various encouragements for the latter from industry (although I only received sponsorship from the Salters Company, the FME and Cadbury/Schweppes), my impression generally is that companies feel unable to invest in teachers without a tangible and fairly quick return.

Much of course needs to be done in the schools—and I would be the first to admit our shortcomings—but, even if we can find in schools the enthusiasm and interest necessary for teachers to embark on relevant training or to seek industrial experience, it is very unlikely that we shall be able to provide the money to support them and very few of us can support ourselves on such ventures.

What is needed, then, is a long-term commitment on both sides. There is greater value in a few carefully prepared, properly funded projects than in many shallow one-off contacts. A few companies might "sponsor" a school each, undertaking to provide training opportunities for one or two teachers over several years, to provide teaching material and to offer project experience for a few students each year. Another few companies might sponsor secondments for longer periods for teachers (as, for example, the Goldsmiths' careers teachers fellowships); or undertake research, as GEC are doing, related to the schools/industry area.

These are the kinds of initiatives that can, in the long term, lead to real benefits for our schools, our industries and our democracy. But it requires a willingness to understand each others' problems (which are quite different and therefore the harder to surmount) and a real commitment to work together towards an identifiable improvement in one of the most neglected areas of English education—the transition from school or university to industry.

MICHAEL HIGGINBOTTOM.
Sherborne School, Dorset.


I blame the teachers

From the TES, January 23.

Parents the ones to blame

Sir,—There is so much sense in what Sir Arnold Weinstock wrote that teachers ought not to need telling to consider his criticisms. We ought not to give way to Pavlovian reactions when attacked.

The cult of non-accountability to the public has gone too far. Nevertheless, I should like to put one idea to Sir Arnold. On the basis of a six-hour day, 200-day school year, a child spends about 14 per cent of his time under the direct influence of his school teachers (and even this arithmetic ignores the fact that for the first five years of his life, the child never meets a teacher). The influence of his parents is far greater than that of his teachers, and many would argue that that is how it should be.

Teachers must try to counter any influence which they believe to be inimical to the child's long-term interests, but, though they sometimes score great successes, they have to accept that, on the whole, there is a low limit to what they can achieve.

To many fathers who are manual workers, even skilled ones earning high wages, "getting on in life" means getting a "nice" clean job, pushing a pen. They little realize how soul-destroying such a job can be.

While Sir Arnold is right in thinking that certain teachers, and certain educational fads, nurture the seed he dislikes, it is at home, not at school, where that seed is first implanted, and where it is most richly fostered. That is why, with a few exceptions, it flourishes.

J. GAINFORD,
1 Newbridge Gardens,
Wolverhampton.

Servants of two masters

Sir,—The Education Secretary spoke at Lancaster recently about the need for more of the ablest boys and girls to enter manufacturing industry and less into the learned professions and public service.

On graduating in science, I worked for a number of years in the chemical industry on process development work. I left industry 10 years ago to take up teaching. As I look back now, I wonder what justification, apart from pure economic gain, there could be for making some of the chemicals I was working on. Others no doubt could be described as "useful" but both their manufacture and use no doubt cause pollution and environmental damage. This sort of thing, I believe, is of considerable concern to young people.

Pollution, however, is only one part of a much wider problem which our society faces, namely that of economic and industrial growth. This, we are told by politicians of all parties, is the answer to our difficulties. More growth means a better standard of living with more and improved social services.

Up to a point this is true. But after that point (and I believe that we in Britain are now well past it) we get into a vicious circle. More growth means more strain and stress in people's lives and more pollution, with the result that there is a greater demand for social services to cope with the breakdowns. This generates more demand for growth to improve social services, greater strain on the environment and so on.

So while our standard of living goes up, the quality of our lives goes down. Any setback to growth due to circumstances such as those we are experiencing at the moment results in wide-scale unemployment with all the attendant unhappiness that this causes.

A considerable number of people are now starting to demand a "revolutionary" change, which is neither the communist sort nor the sort that Mr Mulley means. Unfortunately the current thinking of our politicians is noticeably lacking in the sort of revolutionary change in attitudes that is really needed for long-term solution of our country's problems and indeed the problems of the whole industrialized world.

I feel that many young people are protesting against this state of affairs in the only way they can—by refusing to enter industry, which they are beginning to feel is becoming the master of mankind rather than its servant.

J. KEITH BRADSHAW,
12a Sulby Grove, Bare, Morecambe.

Put off by pollution and profits

Sir,—Arnold Weinstock raises important questions about the bias of teachers against industry. He says: "This anti-industry bias has impeccable antecedents. At least since Plato, there has been a deep seated preference in western culture (reinforced in Britain by our class structure) for the life of the mind over the practical life."

But, in fact, improvements, the developments we desire or approve, stem from and are assessed by activities of the mind. Weinstock himself wants to improve industry with the help of "the brightest output of our schools and universities". Brightness of mind must therefore be one of the things valued and fostered in our educational institutions.

If jobs in industry appear, for whatever reason, to be less attractive to bright minds than banking, why should those bright minds be encouraged to enter industry to improve it? Presumable only because of the very motives—idealistic and altruistic motives—for lack of which industry is most often criticized.

By and large, the leaders of industry did not voluntarily control the polluting effect of their activities on rivers and the atmosphere until legislation made it prudent. The fact that industry needs to make profits in order to survive makes it, almost necessarily, an amoral undertaking unless the requirements of profit and survival are somehow brought to coincide with morality—for example morality might come to be seen as necessary for long-term survival.

The problem for industries in wealthy countries is that the justification for the survival of most of industry has shifted away from the undisputed need for the basic necessities of subsistence towards the desire for improvements in the quality of an already affluent life in one nation/society. This points to the need for more sensitive moral and aesthetic value judgments about those directions in which industrial activity does lead to improvement.

While the services and professions can claim that they exist for the impeccably moral (and often dull) purpose of serving others, including industry, the current image of industry is that, although it is the primary source of production for others, its primary motives are profit, self-preservation and self-advancement.

Perhaps this image is only unattractive to weaker, less adventurous spirits (like teachers?) who fear that they might, in industry, go to the wall. In that case, perhaps the situation gives industry those of the temper that it requires, but they will be people with different value judgments from teachers.

It is not easy to separate differences in value judgments from differences in personality. Arnold Weinstock's suggestion of interchanges between teachers and industrial staff might help. I look forward to seeing him as a teacher and I am sure many teachers would welcome secondment to his firm for a year.

JOHN COLBECK,
20a Honor Oak Rise,
London SE23.

Other side of sackability?

Sir,—"There are more people employed in education in non-teaching posts than in actual teaching. Second, the teaching profession, like some others, has made its members unsackable except for gross misconduct."

There is probably some truth in the above statements made by Arnold Weinstock.

Equally, there is probably some truth in the following statement. When GEC, under Arnold Weinstock's direction, closed their electric component factory in Londonderry in 1964, unemployment immediately jumped from 3 per cent to 18 per cent and remained at 18 per cent for four long years until 1968—by which time the IRA had inspired many deprived young people to take to the extreme violence which still continues.

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Sport

Aylestone arrive on rugby map

by Stanley Levenson

Aylestone Comprehensive School, in the London Borough of Brent, is causing something of a ripple in schools rugby circles. At first sight it seems an unlikely school for rugby. A high proportion of its 1,600 boys and girls are West Indians from the nearby mixed community of Kensal Rise, and West Indian lads have not, so far, made the same sort of impression in rugby as they have in other sports.

But Aylestone, only recently introduced to rugby, won the Middlesex under-14 cup final by defeating Latimer Upper, for whom rugby is a way of life. That this was no fluke was shown when they beat two other traditional rugby schools in friendlies—Merchant Taylors and University College School.

The catalyst is PE teacher Nigel French, of Wasps, who was a substitute in the England-Wales game at Twickenham and who is close to making the international team as a threequarter. Mr French started rugby at Aylestone about three years ago and the success in the Middlesex Cup was a quick return for his enthusiasm.

The team is almost entirely West Indian, and Mr Brian Farminer, the head, says their standard is very good. He is delighted with their success. If he and the boys had their way, Nigel French would be in the England team.

Aylestone are nothing if not adventurous. Last Easter, after little more than a year's exposure to rugby, the boys made a trip to the West Country where, says Mr Farminer, they surprised some of their rivals. This Easter the boys are going west again with Mr French and maths teacher, Mr Tony Pitt.

Nigel French: quick success

Fists fly at the Cafe Royal.

Star boxer at 15

by Timothy Mo

Chris Long, 15-year-old member of St George's Club, Stepney, and a pupil of Raines Grammar School, was the outstanding boxer in the London Federation of Boys' Clubs championships at the Café Royal, Piccadilly, London, last week.

He won the under-16 51kg title by outpointing Terry Smith, of Scott Lidgett School, who is trained at Lambeth's Fitzroy Lodge Club.

Long, who takes O levels this year and intends to stay for A levels, used a long jab to stay out of trouble in the first round. His southpaw confused his opponent. Long put his punches together in fluent attacks through the second and third rounds and danced out of trouble after landing his ...

Long—and the other winners ... forward to meet champions from other areas of Britain. They ... get to the National Association of Boys' Clubs finals in early ...

Stylish boxing abounded ... the 42 finalists last week ... "Feds" are regarded as the ... event on the young boxer's cal... and rivalry is fierce. The ... Club, based at Bethnal G... usually dominates the competi... but had to share honours this ... with St George's, South East ... School had two finalists in ... Downton and Terry Meats.

S East on top at basketball

The South East region won the English Schools Basket Ball Association under-17 inter-area tournament at Lister School, Plaistow, East London. Not surprisingly they provide more than half the under-17 international squad selected afterwards.

One of the outstanding players, and, at 6ft 5in, one of the tallest, is Peter Lawrence (Plume School, Malden, Essex) who was good enough, immediately after the tournament, to play for Avenue in the senior National League.

The other members of the squad are Paul Stimson (Glyn Grammar School, Epsom, Surrey); Michael Short (Hounslow Manor School, Mddx); Stavros Elias (Quinton Kynaston School, London); Lee Hazell (Sir William Collins Sc... London); Michael Freedman ... Iain Boyd (both of Wilmslow Gra...mar School, Cheshire); Mi... Lyons (St Leonard's School, ...ham); Steven Mapley (Darla... Comprehensive, Walsall); Ken ...tage (Selhurst School, Surrey); ... Eyles (Hugh Pavement Sc... Nottingham) and three Sheffi... boys—David Newitt (High St... School), Mark Smith (Brynmo... School) and Paul Newton (Myr...grove School).

The South East won all ... three matches in the tournament ... comfortable margins, beating ... South West 99—45, Midlands ... 68 and the North 78—59. The ot... results: Midlands 81, North ... Midlands 87, South West 39; ... 59, South West 58.

In brief

School meals recipes

School Meals Service staff are invited to take part in a recipe competition sponsored by the sultana and raisin producing countries, Australia, Afghanistan, California, Greece, Iran, Turkey and South Africa. Prizes worth £550 are being offered.

£250,000 wanted

Dover College are appealing for £250,000 to build a multi-purpose hall for physical education, gymnastics, fencing, badminton and basketball as well as drama, concerts, films and assemblies.

Money guide

A new Lloyds Bank book, *Money—the facts of life*, has been written to help teenagers when they leave school. Topics covered include payslips, taxation, insurance, savings, bank accounts, mortgages, running a car, paying for holidays. Copies from bookshops, price 50p.

Golden city

Golden Mycenae, the city of King Agamemnon, is the subject at the first of a new series of one-day "schools" concerned with Egyptology and archaeology at Manchester University.

Boys design clothes

Stepney Green Boys' School are among the 400 entries for the BP Travel Clothes Design Competition, the final of which is to be held just before the 1976 London Motor Show. First prize is a Ford Transit minibus.

£350,000 gift

Imperial College has been offered £350,000 by a benefactor, who wants to remain anonymous, for an extension to its residential Linstead Hall in Prince's Gardens, South Kensington. The extension will take about 70 students.

NSMHC holidays

The National Society for Mentally Handicapped Children are to provide 15 holidays (310 places) for mentally hadicapped children and adults taken between April and September. Last year they gave 12 holidays (280 holiday places). The society for appealing for volunteers to help with the children.

Free advice

Radio London began an education advice service last week. Listeners are invited to ring or write to the station with their inquiries on any area of education—pre-school, primary, secondary and higher. The ILEA have agreed to help.

People

Sir Denys Wilkinson is to be the ... chancellor of Sussex University ... succession to Professor Asa Briggs ... who leaves in the autumn ... come master of Worcester College, Oxford.

Sir Alec Merrison, vice-chancellor of Bristol University, ... appointed chairman of the ... Commission on the National ... Service.

Mr Hywel Roberts, prospective Plaid Cymru candidate ... Wrexham, has been appointed ... party's spokesman on education ... is head of the school of manage... ment, business and trade ... studies at the North-East Wales Institute.

Universities

Professor R. N. Haszeldine, ... head of the department of chemistry at the University of Manchester Institute of Science and Technology, to succeed Lord Bowden as principal of the Institute in September.

Dr D. T. McLellan, reader in political theory at Kent University, ... have the title and status of professor of political theory.

Professor E. G. Stanley, professor of English, Yale University, to be Rawlinson and Bosworth professor of Anglo-Saxon at Oxford University.

Bullock plus One

In the first part of a three-week series on the impact of the Bullock Report, Virginia Makins examines the results of a special TES survey of how local authorities have reacted to the report's recommendations; while two members of the Bullock Committee—Diana Hutchcroft and Michael Marland—provide a personal view of the report's effect on schools

With a bang-or a whimper?

Virginia Makins

● The Bullock report appeared a year ago, with a daunting preface by Mr Reg Prentice, then Education Secretary, that not one extra penny would be available to implement it, and a bold assertion by Sir Alan (now Lord) Bullock that what was needed was not more cash, but will power and changes in attitudes. Since then Mr Prentice's warning has been hammered home relentlessly. What of Lord Bullock's hopes?

The *TES* sent a questionnaire to the 108 local authorities in England and Wales, to try to find out how the report's main recommendations were being followed up. Ninety-six answered—a response which, in itself, says something about the value l.e.a.s, at least, put on the report.

The questions were as factual and unambiguous as possible—but the answers cannot be simply read as the results of Bullock. The Bullock report is a massive compendium—of analysis of reading standards, tips for teachers, complex theory about how children learn and how language interacts with learning. Many of its recommendations were based on existing good practice, and many of its concerns have been with us for years. What the results do show is how, a year after the extra impetus of this blockbuster, these concerns are being interpreted, and how those responsible are trying to raise standards and disseminate good practice. We asked for comments on six topics—follow-up, diagnosis and screening, schools, pre-school, advisory services, and adult literacy. Many l.e.a.s responded magnificently, fleshing out the skeleton answers with details of their activities.

The questions focused on the report's recommendations that do not involve extra staffing and resources in schools. They did not tackle two important recommendations: for improved resources in terms of staffing space and ancillaries for English departments in secondary schools, and—perhaps even more important—for improved staffing ratios in infant schools, and the use of trained teachers' aides in the infant classroom.

These and other important aspects of the report, such as better teaching for children from minority groups, will have been among the subjects discussed at yesterday's *TES* seminar on Bullock. A report of the discussion will be published on February 20th.

Follow-up

Findings

Have you arranged in-service courses on reading and language based on the Bullock report?

For primary teachers	YES—80
	NO —16
For secondary teachers	YES—78
	NO —18

Have you set up working parties on the implementation of the report?

	YES—73
	NO —23

Have you held conferences on the Bullock report?

For primary teachers	YES—63
	NO —33
For primary heads	YES—65
	NO —31
For secondary teachers	YES—61
	NO —35
For secondary heads	YES—52
	NO —44

We also asked for an estimate of numbers of teachers involved in conferences. The authorities who made an estimate said that 16,414 primary teachers, 5,384 secondary teachers, 856 primary heads and 132 secondary heads were involved, and conferences which did not separate heads or categories of teachers involved a further 10,761 teachers—so 33,547 were involved altogether.

Comments

A handful of authorities commented that they did not believe in having a "Bullock campaign". "I am much more inclined to make continual references to Bullock incidentally at all suitable courses", wrote an English adviser. One Midlands county "have not launched a major campaign, but have planned over a two or three-year period to mount at teachers' centres courses which will attempt to deal in some depth with various aspects of the report".

There was evidence here and there of Bullock activities which must have skimmed the ground at breakneck speed—such as a one-day conference which covered the topics of defining literacy, language across the curriculum and children with reading difficulties. (The *TES* has published letters from participants at conferences suggesting just how superficial some can be.)

But the comments of some 25 authorities showed how they have used Bullock for major, many-pronged attacks on curriculum development at all levels. They show how in perhaps a quarter of local authorities the lessons of the last decade's attempts at in-service training have sunk in: the key words now are "on-going, school-based activities".

Bullock has clearly provided a welcome platform for energetic authorities, both for encouraging systematic discussion on curriculum and organization in individual schools, and for getting secondary schools together with their feeder primaries. Here, there is only space to quote a representative few to give an idea of the range of courses, discussions, working parties and so on stimulated by Bullock.

Sheffield held a working conference for 40 primary heads, who then became leaders of discussion groups involving all primary heads. In some schools there have been discussion groups involving whole staffs. The National Association for the Teaching of English (NATE), the university and the polytechnic, among others, have laid on conferences. There have been meetings of all secondary heads of English and of science. There have also been central meetings on language across the curriculum, and meetings in some schools.

In Hampshire, all schools were asked to tell their area education office what they intended to do about the report. There were meetings at teachers' centres in every area for preliminary discussions. Large numbers of schools have closed for a day to discuss the report, and there have been residential conferences for both primary and secondary teachers.

Norfolk have surveyed schools for information on reading standards, the allocation of time to language, reading schemes, teacher training and in-service needs. There have been conferences for teachers responsible for language development, and for heads—based on groups of secondary schools and their feeder schools—to exchange ideas and build up liaison and continuity. This year, courses on reading and language development will be designed to tackle problems these conferences brought to light. There have also been many "independent" activities, based on area offices and teachers' centres.

Devon have established a language advisory team with the terms of reference suggested in the report. The team has reviewed resources in the light of Bullock, and highlighted gaps: their findings were systematically presented in a "white paper". All heads have attended conferences, and there have been numerous teachers' centre activities. "Interest has been exceptionally high, with encouraging preparedness to take part in follow-up activities."

In East Sussex they have 11 study groups meeting every fortnight at five teachers' centres. Bromley has working parties on early communication skills, the structuring of play, and other aspects of the stimulation and development of language skills. It has held conferences "channelled into a programme that is deliberately teacher and school-based". Thameside has working parties on classroom organization for reading skills for infants and juniors, and school-based working parties on language policy, and language in the home and school.

In Clwyd they have arranged all their conferences and almost all their in-service provision on the basis of secondary schools and feeder primaries. Initial meetings were arranged by heads, to look at the development of an all-through policy for each group of schools. These led to working parties on different topics. The infant adviser has organized six working groups on pre-reading activities, and at least six courses—on reading readiness, remedial help in normal classrooms, literature in primary schools, and so on—have been held in teachers' centres.

Cleveland have given first priority to meetings with heads, "since the report underscores the vital importance of an overall strategy in terms of resources and planning". They are starting a detailed curriculum bulletin outlining "good practice" in Bullock fields. They have a central working party of administrative and advisory staff coordinating follow-up. Many local working parties have happened spontaneously.

Jersey had a "reading week", with all kinds of activities involving schools and parents, including a play for parents of preschool children. West Glamorgan held a festival of children's literature. Several authorities mentioned review panels of teachers, set up to assess and inform people about children's literature.

There were one or two surprising omissions in the comments. Only a handful mentioned activities based on the resources of emptying colleges of education, or of university departments. And while several authorities had working parties on parent involvement and home-school links, only one—Haringey—mentioned that parents had taken part in Bullock seminars and conferences.

Diagnosis and Screening

Findings

Do you have a reading clinic, or remedial centre for diagnosis and expert help of children with difficulties?

	YES—75
	NO —21

Do you have a formal system for screening all primary children for reading and language difficulties?

	YES—51
	NO —45

Five of the authorities with no clinic or centre have definite plans to set one up. Eleven who do not systematically screen have definite plans to do so, and a further 18 (often where two or more old authorities merged) have partial screening. Several had plans to extend screening when feasible, or pilot projects or working parties discussing possibilities. Seventeen authorities had no plans.

Comments

At least five of the authorities without clinics or centres are counties with few large population centres. One authority had planned a centre, but the plans were frozen because of finance. Most of the counties without centres (and many who have one or two in their larger towns) organize their remedial service with peripatetic teachers working in areas with the educational psychological service.

Devon, now planning reading/language centres in towns, mentioned a comprehensive mobile exhibition of diagnostic instruments, techniques and teaching materials, which backed up an extensive in-service training programme. Dorset, which has two centres, was considering setting up a mobile one. And Mid-Glamorgan has working parties in teachers' centres which have the job of making recommendations.

It was difficult to detect much specific Bullock influence in the comments on the first question. But there were encouraging signs here and there that remedial and psychological services are becoming more involved in in-service training for all teachers, disseminating information about materials and techniques that might help prevent children from needing special help.

Several authorities were extending their remedial centres, or planning new language resource centres, where teachers could come to evaluate books, materials and techniques for normal children, as well as to get help with those with obvious difficulties.

On screening, clearly a great deal is happening, probably both as a result of Bullock and of the deep worries which led to the committee's formation. It seems recommendations about the timing of screening (the report wanted it for first-year juniors) are being ignored. Many authorities have, or are introducing, systems which test infants at seven, and at least two authorities are starting by looking at tests of "pre-reading skills" of five-year-olds and six-year-olds.

But the principle of systematic screening is rapidly gaining ground—only two or three authorities said that cost ruled it out at present. One county said: "We undertook major screening in one large area four years ago at considerable cost: at present we do not have the resources to repeat this even in a similar area, still less across the whole area."

At least two authorities, Rotherham and Sheffield, are basing their investigations on the Croydon system, which the report gave as an example of good practice. Most are working out their own schemes, and a wide range of attitudes clearly prevailed. Two or three are working on systematic teacher observation and assessment. Cleveland have just completed a pilot scheme, which they hope to extend county-wide this year. It is based on "teacher referenced profiles", which cover numeracy and emotional development as well as language and literacy. They say "it is unlikely that standardized tests will be part of initial screening". Sheffield, who will only introduce mass screening when they can offer better follow-up services, are trying to "sharpen teachers' observational expertise with in-service training". Richmond have just stopped systematic screening in favour of teacher referrals.

Only one authority said that teacher-administered tests were no use: "to suggest schools do their own testing would seriously affect the standardization". (They admitted the difficulties of training standardized outsiders to do the work; this was one of the authorities who mentioned the prohibitive cost of mass screening.) Most authorities who screen seem to use a mixture of standardized tests (often teacher administered) and observation. Several have working parties trying out different procedures.

Three or four authorities explicitly said they used their tests to identify schools, as well as children, in difficulties, and to plan extra help in teaching strength and equipment where they were needed.

Bullock plus One

Schools

Findings
The report recommended that every school should have an organized policy for language across the curriculum.

Have you made sure that each school has, or is developing, a policy? YES—43 NO—53

The report recommended that every school should have a suitably qualified teacher with responsibility for advising on language and reading.

Have any such appointments been made in your area? YES—72 NO—24

The report recommended that when children are changing schools, detailed records with examples of school work should be sent on with them.

Does this happen in your area? YES—85 NO—11

(The answers to the last question were heavily qualified—see comments.)

Comments
"It is not consonant with the responsibilities accorded to schools under their articles of government or rules of management for the authority to lay down requirements", said one county. A number of authorities pointed out that they were in no position to dictate policy to schools. L.e.a.s clearly put very different interpretations on their responsibilities for matters affecting the curriculum and the internal organization of schools.

Sixteen of the authorities who answered "no" to the question about language across the curriculum made it clear they were taking active steps—with meetings and working parties within and between schools, and with in-service programmes—to make sure schools were discussing this important aspect of Bullock. Several were expecting the work to end with an authority "action plan" or policy. Two simply said confidently that they expected all schools to have a policy already.

The comments showed that there is a great deal of activity, in schools and in-service courses and through the work of advisers, on language across the curriculum. But it was clear that in many cases, language across the curriculum is seen as chiefly the responsibility of English departments. "The English adviser is meeting with heads of English to consider the involvement of other faculties", said one authority. (A few even seem to see it as mainly a remedial responsibility.)

How many schools have really accorded talk the status recommended by Bullock?

Only a few authorities asked schools for an explicit statement of policy on language across the curriculum. The ILEA backed its request to every school with some guidelines, and ideas for in-service training. Only a handful mentioned that they had asked all their specialist advisers to make language across the curriculum a component in all their discussions and courses. In Oldham (where all schools were asked to formulate a policy), 100 heads have met to discuss aspects of implementing a policy and are now preparing to lead discussion groups.

Kent planned "Bullock space" on all their in-service courses well before the report came out, and they are including language across the curriculum in all courses on curriculum, management and organization. And one authority has deliberately set out to make sure that working parties on language across the curriculum are initiated from other specialisms and departments than English.

The questionnaire also asked about the recommendation that every secondary English department should have a written "instrument of policy": we asked if all schools had been requested to prepare such a document. Eighteen of the authorities who answered "yes" to the question about language across the curriculum answered "no" to this one. (Five said no to the first question, and yes to the second.) Several were working on it.

"We intend to evolve such a[...] appropriate to the needs of each [...] discussions among working [...] clusters of schools"; "It has be[...] as policy, and will be acted [...] course"; "the question will be [...] at conferences for heads of depa[...] aspiring heads of department"[...] important that in-service assistance [...] commitment are sought as a first [...] directive to prepare such a policy [...] would otherwise be an empty gesture[...]

But most authorities seem to [...] this is a matter for schools, with [...] a little help from advisers—though [...] so complacent as the authority [...] "Such things here are a matter [...] We are in the main fortunate in [...] of English. The absence of such [...] would be inconceivable."

The idea of every school having [...] responsible for language and re[...] clearly catching on fast—at least in [...] schools. Several comments made it [...] in secondaries, this is looked on [...] as part of the job of the head of [...] Half a dozen authorities mentioned [...] Houghton reallocation of scale p[...] primaries was very useful in making [...] appointments.

At least two authorities who ans[...] to the question are waiting for [...] recommendations to be made by [...] parties. Only two authorities gave [...] for rejecting the idea. One com[...] "To appoint in every school a [...] qualified teacher with responsib[...] language development could lead [...] diminished sense of responsibility [...] part of other staff, which could le[...] worse situation than we have at pre[...]

Manchester made the same p[...] positively: "In primary schools, [...] courses are trying to make every [...] language specialist. In secondary sch[...] attack is through school-based course[...] the disciplines, with language in mi[...]

Three or four authorities said t[...] problem was finding "suitably qu[...] people. One said: "The number of [...] who have taken the Open University [...] language course, or another [...] language course, is limited." (One [...] specially sought out people who ha[...] the Open University course so they [...] them as leaders of discussion groups[...] or three authorities are in the pro[...] seeing that every school designates [...] post for a reading/language specialist[...] have asked each school to appoint one [...] ally. Kent have working parties of [...] teachers busy producing job descriptions [...] language specialists in schools: the[...] will go to all schools.

Another message that has clea[...] through is the need to make the trans[...] of records between schools more syst[...] The answers to our question must be [...]

qualified: many of the authorities who answered yes added that their systems were not yet authority-wide, and most said that sending on examples of school work was still a matter for individual schools and groups of schools (though several are encouraging it).

The clearest indication of the current situation is that no less than a fifth of all authorities have their record systems under review, and eight authorities have just instituted, or are about to institute, a new system. A lot of authorities candidly answered the question with "yes, but patchily", or "to some extent, but much needs to be done", or "advocated and expected, but the practice is not always what we wish". Several seemed resigned to continuing patchiness, with progress dependent on individual heads.

Several authorities are getting feeder groups of schools together to discuss the transmission of records, and, in a few cases, to look at folders of children's work. Very few seemed to feel that the inclusion of children's work in records was a matter where authorities could do little more than advise and encourage schools. In the end, many said, it depends on secondary heads.

Of the 55 authorities who gave informative comments on this question, only East Sussex mentioned the question of pupils transferring between authorities. Their new system of records, following a major review of record cards which went into the whole question of continuous assessment and the preparation of personal profiles, includes individual wallets, with samples of work designed to be easily read by schools in different authorities.

Pre-school

Findings
The report recommended positive steps to develop the language ability of pre-school children, and awareness of parents about young children's language needs. In particular they recommended home visiting schemes.

Have you inaugurated any new schemes or experiments in this area? YES—56 NO—40

Comments
The total number of yes answers on this question may give a slightly over-optimistic picture. It was clear that one or two authorities were counting a few courses for the pre-school playgroups association leaders as justifying a yes. But many comments showed what a wide and enterprising range of schemes has been started in the past few years.

Home visiting, of parents of pre-school children as well as school-age ones, is clearly on the increase (sometimes involving the library services, taking books into homes). More heads and teachers are going out to clinics and mother and toddler groups, to talk about children's development.

Listening and reading are expanding beyond the classroom—but where is the inquiry into book provision?

There are several groups based on primary schools, where mothers can bring pre-school children to a crèche or playgroup (often manned partly by secondary pupils), have discussions, look at (and make) books and toys, and so on.

Most such schemes seem to aim at "encouraging play opportunities, language and enjoyment of books", with exhibitions of toys and books, workshops for toy making, and teachers taking part in discussions of stories, games, songs and rhymes, number work and the uses of radio and television. One such project in Dudley (advertised with a welcoming pamphlet for mothers in the school's catchment area: "No need to enrol or write, just come along") claimed that mothers said it "helped them to understand what schools are about these days". The professionals had found it "a valuable exercise in community relations, inter-school cooperation and the proper understanding of the child-parent-school relationship".

One or two areas—Coventry is a pioneer—are developing "community primary schools", with toy libraries and coffee areas for mothers of young children, and some kind of playgroup attached.

Some authorities, notably Cheshire, are developing strong links with, and giving considerable back-up to, local PPA branches. A number mentioned groups working with the Schools Council project on language and early communication skills. One or two are working on developing a stronger language component in in-service courses for playgroup leaders or nursery nurses.

The impetus Bullock might have given to the development of such schemes has been much weakened by the financial situation. One London borough commented: "a modest increase of 0.5 of a teacher for each of the 79 primary schools would at present cost approximately £177,000 annually". Several authorities had plans for more home liaison teachers in priority areas, but could not go ahead at present (unless they got cash from urban aid).

But many energetic schools are doing a great deal within their existing resources. There is clearly a great need for more evaluation of all the one-off schemes found around the country.

We asked about the Bullock recommendation that authorities should hold discussions with the health authorities. Forty-six said they had done so, or were about to do so; 49 had done nothing. A handful of the pre-school schemes closely involved the health authorities, bringing in health visitors for advice and as a source of information about families who might need help. Some schemes already involve going out into clinics and hospitals; other education authorities are discussing with health authorities approaches to parents about language and child development in clinics and ante-natal classes.

Two or three authorities ask the health people to notify their nursery advisers about children who are "educationally at risk", so they get priority admission to nursery schools. A handful have regular consultative committees with health and social services—and often PPA branches. Two, Coventry and Avon, mentioned interdisciplinary clinics, with health, education and social services cooperating to provide early care for children with language problems. Coventry have an inter-professional working party preparing a development plan on the needs of under-fives.

The primary impact

Diana Hutchcroft

I found no sudden surge of enthusiasm for the report at the outset, but a growing movement for using it almost as a textbook for laying down a language policy. As one director said to me: "We've only to put Bullock in the title of a course to be overwhelmed with applications for it."

There have been misconceptions. Many officials and teachers thought that one of the tasks of the committee was to produce a series of tests. People have even asked me to recommend tests.

There seems to be considerable confusion between screening (identifying pupils likely to be "at risk"), testing, diagnosing and recording (helping the teaching of individual children), and authority-wide or nation-wide standardized assessment procedures. Screening is only the first stage in a continuous process of diagnosis and recording, not only of reading, but of the whole of a child's language development.

The transfer from primary to secondary school seems to provide many difficulties. But at seminars I have found a great deal of disquiet about this question at whatever age transfer is made. In some areas very little initiative is being taken by teachers to effect a smoother transition. Some teachers even have cause for complaint about continuity from class to class and teacher to teacher within the school itself.

In discussion groups or working parties, I found a profound lack of understanding of the complexity and importance of the child's language growth. Most teachers just had not learnt enough about, for instance, the formation of concepts through verbalizing, or the centrality of language to learning. There is an urgent need for large-scale expansion of such language courses. There is certainly a demand, from teachers who recognize their own lack of ability to formulate strategies for language development, let alone draw up language policies for their schools.

I was disturbed to meet a few people who were "already doing all Bullock recommended". Perhaps they had not read the report, but only one of the summaries in the educational journals which, though often good in themselves, could not do justice to the subtleties of the report. The Stationery Office must take much of the blame. The initial print order was ridiculously small and sold out almost immediately, so that many teachers were left with only summaries for many months.

More alarming still, some teachers had read the report, but failed to recognize their own shortcomings. There was a lot of misinterpretation of the word "language" as "vocabulary", which usually meant a failure to realize the depth of meaning behind the statement that "a priority objective for *all* schools is a commitment to the speech needs of their pupils, and a serious study of the role of oral language in learning".

Some schools have obviously accorded talk no status whatever. What sort of questions are most commonly put to children by teachers? They are frequently close-ended, requiring regurgitated phrases or monosyllabic answers; rarely do they pose problems or challenge pupils to increase the complexity of their thought and utterance.

If we had more understanding of language and learning I would not have met so many teachers who wanted "kits" or ready-made language programmes. Those may be fine as a support for their own initiatives, but not as a substitute for them. One of the more worrying misunderstandings comes from teachers who, while recognizing that the committee were advocating a sound programme of learning in all the four modes in which language is used, think this means going back to working from exercise books, comprehension cards (or so-called "laboratories"), spelling lists divorced from context, and traditional exercises in grammar, making plurals, feminines and the like.

In discussions, I found myself reiterating that teaching skills in isolation have scant chance of success. Our survey revealed much teaching of language completely divorced from a context which could give it relevance, when the best of modern methods really involve the children, using their interests and experiences as a spur to learning.

The Bullock report has taken the best practice from the past and present, seeing the need for planning and structure in the mind of the teacher, for check lists to ensure systematic attention to techniques for diagnostic recordings and evaluative skills to ensure improvement in the child's ability to handle all four modes of language. This, in our view, is not best done by a return to prewar methods.

Chapter 11, on writing, is proving difficult to translate into practice. From discussion, it is clear that many teachers lack the background knowledge necessary for understanding its implications. Children need opportunities for critical appraisal of their own work. Yet how often is a child required to write a first copy, in good handwriting, grammatically correct, well spelt, correctly punctuated and fluent? We ask of them something we rarely do ourselves, so writing takes the form of a test instead of being a pleasure, an expression of inward feelings.

Many teachers ask how you can encourage children to read, knowing that you fail if they never use the skill once they have mastered it. There is much stimulating literature available for children, but not nearly enough finds its way into the classroom. We need courses in all aspects of children's literature, and an awareness of the value of good narrative in the best fiction.

One or two teachers latched on to the report's recommendations for the teaching of phonetics. It seemed to represent [...] to formality, when the stages were [...] measurable. This was a misreading [...] report, which stated: "There is n[...] method, medium, approach, device, or [...] sophy that holds the key to the proc[...] learning to read."

Many college students on infant [...] have guidance in the teaching of [...] skills, many students training to [...] junior, middle or secondary schools [...] These people will frequently meet ch[...] who have tasted failure; their teachers [...] a mastery of all approaches in order [...] them. We need courses showing how, th[...] reading which is relevant and connec[...] their interests, children can be [...] to identify their purpose and se[...] priate techniques.

I have been struck by the enthusias[...] listeners, their desire for further kno[...] their willingness to spend their own ti[...] courses. It is up to every authority [...] this need as soon and as fully as po[...] Some authorities have geared conferences[...] courses for immediate follow-up and [...] development work in schools. Others [...] concentrated on one-off occasions, th[...] is hard to see what can come out of [...] Others have scarcely stirred themselves [...] all.

We need more people at the top with k[...] ledge—and to train them we need more [...] higher level courses at once. There is [...] lack of national coordination, and a [...] in some areas which needs propaganda [...] the Government and the DES. Many of [...] Bullock recommendations do not take [...] to implement, just skill. The Govern[...] ought not to be afraid to push harder for [...] development of the potential of the [...] young.

Diana Hutchcroft is head of Saltford Pr[...] School, Bristol, and a member of the Bu[...] Bullock Committee.

The secondary impact

Michael Marland

At first the jokes about the thickness ("What's the difference between Plowden and Bullock?" "About one and a half pounds.") and the graceless foreword by Prentice seemed to bode ill. "There's so much of it!" they'd say. "No teacher will ever read all that." And then the darkening economic scene spread gloom: "There's no money for all those advisers, and as for book allowances, mine's even been cut!"

The popular press did not help much. There were no easy headlines in the balanced and tautly argued analysis of the report, and so in the early months it suffered in secondary schools from apparently not having said anything. Indeed, outside the excellent *TES* summary, the important sections on the secondary age-range were hardly featured by the commentators.

But by the late spring schools had bought the *TES* summary and a large number apparently had the report. It was beginning to be discussed in staff meetings, teachers centres, and l.e.a. conferences. The report then began to make a substantial impact on secondary schools.

Secondary teachers, especially those of some experience, recognized that the report had at its heart two complementary truths: literacy is important (teachers responded to that sentence about much of the secondary educational experience depending on reading, writing and talking), and something must be done about it. The arguments were there that countered the false and fashionable antithesis that literacy did not matter, and, to the extent that it did, could be left to look after itself. The gut reaction throughout the country was that the report carried sound practical sense.

My own observations are obviously limited, but I have heard from colleagues of many staff discussions, and the setting up of numerous working parties "to consider Bullock". The Schools Council have set up a special discussion group. Many l.e.a.s have convened a series of meetings to explore the implications.

The ILEA have taken the almost unprecedented step of circularizing schools, positively demanding a statement of their language policy. The National Association for the Teaching of English devoted much of their annual conference to considering the report, and their chairman, John Watts, wrote an admirable comment (published in the Winter issue of *English Education*).

My personal observation of Bullock's impact comes more especially from invitations to speak at meetings on aspects of the report. Although I have had to reject about as many as I have been able to accept, throughout the summer and autumn there was rarely a week when I was not at a conference—Glasgow, Bath, Walsall, Leicester, Essex, Canterbury, Islington, Jersey, Rotherham—and as many lined up for the spring. NUT groups, NATE groups, l.e.a. conferences, secondary heads, and, most encouraging, school staffs.

Almost all the meetings have been characterized by high attendance, keen interest, sharp, practical questions, and clear evidence of a commitment to further discussion and action.

The central focus for secondary schools has undoubtedly been the report's call for each school to have a policy for what it calls "language across the curriculum". The report emphasizes the need for a practical policy, and I have found that head teachers and other senior staff have picked this up with enthusiasm.

Nobody underestimates the difficulties, but almost everybody seems to see in the theoretical background and practical suggestions of the report a starting point for local discussion and planning.

Whole staff conferences, with schools closed for a day, have been common. I am going in April to a three-school conference in Bristol. I have sat in on multi-disciplinary seminars in Jordanhill College of Education. I have seen a detailed policy statement, already worked out, at William Penn School, London. There have been some criticisms of the report for not spelling out the details of the language policy more fully, but my impression is that that is the next phase, and secondary schools, or a large number of them, are hard at it.

Perhaps because the report has had such an impact on the school as a whole, some notable points have been overlooked. The eloquent plea for general output (ghastly media man's phrase) television programmes to be brought into lessons in their own right, for documentaries to be reacted to, and above all for television plays to be watched, read, and discussed, is hidden away in the chapter headed "Technological Aids and Broadcasting". This title clearly put most secondary school teachers off. Indeed one English specialist lamented the lack of precisely the points actually made; he had not penetrated that section in which you have to wade through reading machines before you get to television drama.

The report has had, I fancy, less direct effect on English departments. They are beginning to use it as ammunition for their pleas for better facilities, and seem to have been encouraged to find that others recognize how badly served they have been in staffing, timetabling, accommodation and supply of books. I fancy that the synthesis and subtle re-orientation of work implied in the report will take longer to work into the system.

That call for an "instrument of policy" should give heads ammunition to make demands on departments—but I have heard of few who have done so. John Watts, in his chairman's address to NATE, put it like this: "Bullock in effect says to NATE—'Your concerns have been the right ones, but teachers of English in the classrooms know nothing of you'."

I have seen little evidence that those sections of the report devoted specifically to specialist English teachers are being digested. For the single-minded enthusiast, the report's call for a balance is not exciting enough. For the teachers referred to by John Watts, it is too strenuous and requires too much thought. Somehow the very strength which lies in the breadth of the report makes it difficult for the typical English department to digest and react to it positively.

On the other hand, remedial departments seem to have taken up the report. One of its underlying themes is that "We all of us spend our lives learning to read", and these specialists have been confirmed in their recognition that there are many reading teaching jobs still to be done in the secondary school. After Bullock, their skills and experience look more saleable to their colleagues.

As secondary schools consider their needs in the post-Bullock era, they are finding their remedial colleagues more than ever essential members of a school-wide team, not isolated specialists. (That message of the report has been well taken.)

My guess is that from the perspective of 25 years hence, *A Language for Life* will be seen not only to have changed the secondary approach to language, but also to have been one of the first of the necessary unifying forces in secondary education.

Michael Marland is head of Woodberry Down School, London, and a member of the Bullock Committee.

Bullock plus One

Advisory services

Findings

Do you have a specialist English adviser?
YES—58
NO —38

Have you set up an advisory team to cover all aspects of language development from the early years to higher secondary levels?
YES—55
NO —41

Have you changed the personnel or structures of your advisory services after the Bullock report?
YES—15
NO —81

Have you changes planned but not yet implemented?
YES—36
NO —60

Have you an adviser responsible for children with learning difficulties?
YES—68
NO —28

Comments

The comments showed up the enormous differences between authorities—from those with two English advisers and large language teams, to those where "the general adviser for humanities, drama and the use of libraries and resource centres includes English among his specialities".

Several authorities said they had anticipated Bullock and set up language teams: Derbyshire, who established a team of language advisory teachers in anticipation of Bullock, said: "We guessed that people of real quality might be in heavy demand after Bullock, and thus made an early move".

Their foresight paid off on two counts. One authority which advertised for a language specialist had no suitably qualified applicants. And several authorities who planned to develop their language teams have had posts frozen because of finance. Five authorities who had planned to strengthen their English, remedial or language development staff have been prevented from doing so at the moment. One county, who want to appoint an English adviser in place of an environmental studies one when things unfreeze, commented: "We are less well off for advisers than ever—a recent resignation left us three down on the establishment of two years ago".

Some people will welcome this restriction on the growth of advisory services—on the grounds that it will help to keep good qualified teachers in schools. Certainly, there seemed to be a trend among energetic authorities to seek out advisory teachers to help in in-service work.

Cleveland, an authority with a "Bullock team" of interested advisers who have written papers and planned conferences for the whole advisory team, and who are ... ing in-service training, mentioned ... constraints. But they added: "We ... actively explore the role of advisory ... in this curriculum area". Trafford ... ing an advisory team based on ... teachers who have extra training in ... and who can become language ... Kent hope to enlist the help of a ... particularly able teachers as regional ... ing party leaders.

Several authorities have clearly ... lock to tighten up their services: "... tive collaboration of existing staff has ... sharply improved", said one. We had ... descriptions of the compositions of ... their activities, of regular meetings ... things going. One or two authorities designated a "Bullock coordinator". ... authority seems to have hit on the ... mnemonic—ABC (or Adviser's Bullock ... mittee.)

But one or two authorities felt Bullock ... little to offer them: "The present ... tion of advisory services covers all ...", said one.

Adult literacy

Adult literacy is the one area covered by our questionnaire where it is fairly safe to say the results have almost nothing to do with the Bullock report. The national campaign, backed by a paltry £1m for the new Adult Literacy Resources Agency and promoted by the BBC programmes, has been responsible for the great amount of activity in the past year. But what has been happening is very much what Bullock advocated—using l.e.a. and government backing for voluntary effort.

All 96 authorities who answered our questionnaire say they have taken steps to coordinate provision for adult illiterates, set up an information service and provided a counselling service to put people in touch with suitable tuition. Every authority in England and Wales (and all but the Northern Isles in Scotland) have made a bid for training and other funds from the agency.

Almost all the authorities said there had been a rapid expansion of people coming forward, thanks to the national campaign, the BBC, and sometimes local publicity ... as phone-ins. But many had more volunteers ... who had taken training courses than ... illiterates. Warwickshire at least was ... worried by this: "Experience over ... years has shown that adult illiterates ... some time to present themselves for ... but that once enrolled in a group, attendance ... is regular and maintained over a long ...

Provision and resource centres are ... on all kinds of institutions—polytechnics ... ther education colleges, teachers' ... Two authorities said they had appointed ... ordinators with an "action research ... Devon are following up recent school ... with low reading ability. Lincolnshire ... monitoring the campaign in a scattered ... area, looking at the problems of ... students in remote cottages and ... transport and acceptable tuition. North ... shire are tackling links between adult ... ates and their children in schools, to see ... the schools can do to help both parents ... children.

The adult literacy campaign has been ... important experiment, and it demonstrates ... the voluntary energy that exists to ... gaps in education provision, given some ... fessional back-up. The results, in terms ... numbers learning to read, have still ... evaluated. There is no reason why this ... of energy could not be deployed at ... and possibly more rewarding, preventive ... stages to help young children and ... parents. And not just at pre-school level ... the sort of short courses that have been ... on, at low cost, for hundreds of volunteer ... adult tutors, could be devised for volunteer ... teachers' aides.

What seems to be missing is not ... from professionals working in the field ... survey showed some of the range, and ... tive, of people working to tackle the ... of improving standards of language and ... acy in and out of schools—but enthusiasm ... willpower to harness some of this energy ... higher national levels of educational ... the teachers' unions (consider the ... NUT policy on teaching aides), the DES ... political platforms.

The Bullock report has sparked off an enormous amount of activity at local level. But ... work is patchy, depending on "good" ... chers, "good" advisers, and "good" ... There has been little sign of any political ... fessional or administrative will at ... level to inspire, encourage and ... rest.

The BBC's Bert and Alf have got adult literacy "on the move": can this kind of energy be deployed to combat illiteracy at earlier, more crucial stages?

The DES response

Apart from its general responsibility to try to get the report implemented, three major recommendations demanded action from the DES. A year later, no final decision has been made about any of them.

One was for a national system of monitoring achievement in reading and writing. A Bullock subcommittee spent a great deal of time on this and worked out a sophisticated system that would assess the widest possible range of skills and disrupt the least number of schools with rolling tests on a "light sample". The committee, representing a wide range of attitudes to examinations and testing, all agreed the system would be useful and feasible. The DES already had experience of running trials (with the NFER) on the "item bank" basis proposed from work on mathematics that is now nearing completion.

Responsibility for monitoring fell to the Department's new assessment of performance unit, first announced in a White Paper in the summer of 1974 (six months before Bullock was published—but just after the final version had been delivered to the DES).

All that has happened so far is that the assessment of performance unit has a small professional working party on language going over the ground again. The working party is expected to produce a brief for the DES in about a year, and if the item-bank system is chosen, some three years will be spent getting teachers and researchers to compile and test items. It looks unlikely that anything will happen nationally much before 1980: the Bullock report's target date for a new procedure was 1977.

In the meantime, the NS6 test (thought to be the least unsatisfactory of the unsatisfactory ... used up until now) is being included in the current HMI survey of primary practice, and something will be done (not involving the NS6) to assess secondary standards.

The second major recommendation for the DES was that a DES-local authority standing working party should be set up to go into the whole unsatisfactory business of capitation allowances and resources in schools. Its first inquiry was to be how to achieve a satisfactory level of book provision. When book prices are increasing rapidly, and allocations being cut to the bone, this seems a particularly urgent priority. No decision has yet been taken to set up such a working party. "And before doing anything, we must consult the local authority associations", said a DES spokesman.

The third recommendation was for a national centre for language in education, concerned with the teaching of English in all its aspects from the early years to advanced studies in sixth forms. It is said that the ... departmental working party that has been looking at Bullock is quite favourable to ... centre, or centres. But, again, a year later no decision has been taken.

Meanwhile the Inspectorate have been active in getting Bullock into in-service courses and trying to gather information about what has been happening around the country at both primary and secondary levels. Specifically, they have run conferences for ... advisers in all regions.

Next week's Bullock features: Joslyn Owen on the way ahead; Alan Little on the DES failure to respond; John Rennie on grass roots' reaction; June Derrick on some ... language questions.

Clown of God

Edward Thorpe on Nijinsky

Left: Le Festin, Paris 1909 Above: Le Dieu Bleu, Paris 1912 . Right: Le Spectre de la Rose, Paris 1911

Nijinsky. By Richard Buckle.
Penguin Books £1.75. 00 3782 9
Nijinsky Dancing. By Lincoln Kirstein
Thames and Hudson £12.50. 0 500 01151 6

Nearly 60 years after his last public performance, Nijinsky still haunts the public imagination and practically infuses the memory of balletomanes who never saw him dance. The legend was created during a career (in the West) of only eight years, yet these were years which simultaneously gave the art of twentieth-century dance the impetus to become a growth industry, as well as bedevilling it with a reputation for preciosity and decadence.

How bored I have been by people who "saw" Nijinsky only through the eyes of an audience conditioned to applaud his leap through the window in *Spectre de la Rose* or receive a *frisson* of sexual excitement at his fornicating *Faune*. Yet such corporate experiences, however distorted and disproportionate, were an essential part of the myth; to understand something of the "real" artist one had to search for sediments of truth obscured by the emulsifying effect of various partisan biographies, autobiographies and memoirs invariably written in self-defence or for self-glorification. Now, at long last, two books, ideally complementary to each other, make it possible to get as close to Nijinsky's shrouded genius as one is ever likely to be.

Nijinsky, by Richard Buckle, is the definitive documentary of his life, assiduously researched, comprehensively covered, carefully annotated and indexed. The new edition has been slightly corrected and amended and carries, as an appendix, a short analysis of Nijinsky's madness by a psychiatrist, Dr F. G. Castillo.

It is impossible to write at length about Nijinsky without, at the same time, creating what is virtually a biography of Diaghilev—and it is the impresario who inevitably dominates Buckle's book, as he acknowledges in the foreword. It is an open question as to what would have happened to Nijinsky had Diaghilev not come into his life; quite possibly he would have continued his career as a leading dancer of the Imperial (Maryinsky) Theatre, eventually teaching under the Soviet (Kirov) regime and retiring to a respected old age without the incipient schizophrenia ever revealing itself.

To any perceptive reader of the biography, Dr Castillo's psychoanalysis seems a simple, even facile, one: of course Nijinsky's early years, the broken family relationships (a philandering father, a retarded brother), his being taken up as a homosexual plaything by various aristocrats, made him psychologically vulnerable; of course Diaghilev's total physical, emotional, artistic and practical domination left Nijinsky defenceless when that surveillance was withdrawn in a fit of jealous rage and bitterness at Nijinsky's marriage to the importunate Romola Pulszky. What Dr Castillo postulates, however, is that Nijinsky's complete immersion in his roles, his phenomenal ability to become the character he was dancing, was due to a schizophrenic withdrawal from reality into the hallucinatory refuge of whatever part he was playing—in short, that it was the psychological condition, rather than the creative imagination, of the actor-dancer which gave such mesmeric intensity to his performances. ... apply to an unequivocally great interpretive artist: madness metamorphosed into instinctual aesthetics.

Whatever its source, however, whether through imagination or madness, Nijinsky's theatrical power is made thrillingly apparent in *Nijinsky Dancing*. This is a collection of photographs meticulously assembled (with the assistance and advice of Dame Marie Rambert) and superbly presented, which, both individually and in sequence, seem almost to move on the page, to draw one into the studio, the rehearsal room, the theatre, there to make one's own subjective obeisance before Nijinsky's commanding presence. Although practically all the photographs are well known (one could not expect a new cache of pictures) the format and quality of reproduction is such that one sees them with a fresh, and refreshed, eye.

Accompanying the photographs are texts which dissect not only all the roles which Nijinsky undertook, but which place in perspective the psychological climate and social milieu which surrounded the dancer from his student days until his disappearance from the public view in 1917—and there are monographs on Petipa, Fokine and Duncan. Unlike Buckle, whose treatment of his mass of material is sometimes otiose and whose style is often flaccid, Kirstein makes his points in prose that is precise while having, at the same time, a Byzantine richness:

Beauty always exists to be raped and revived in some other vitality by marvellous spirits who arrive armored or disguised as beasts. Such animals, seemingly blind, deaf or dumb, propose new dimen... caves of the imagination, ready and eager to violate the perennial virginity of apathy, innocence, and unthinking jealous defence of habit. Nijinsky was of this genus of marvellous monster, and it is scarcely by accident that he is most remembered for his epiphanies as slave, puppet and faun. The nobler lyric roles considered worthy for the male First Dancer he also fulfilled in supreme personifications as *danseur noble*. His absolute virtue as a skilled artist left him free to develop his own prophetic presence past any limit so far imagined proper or possible. What he did, what he was able to do in the brief space permitted him, in the few independent works realized, established an entire field theory that ensuing decades have not begun to exhaust.

In fact, both authors make great claims for Nijinsky's choreographic ability which I take leave to question. Of Nijinsky's four works, only *L'Après-Midi d'un Faune* remains more or less intact (in the repertoire of Ballet Rambert) and that, arguably, is of greater historical than artistic interest. (It is significant that Nijinsky's sister, Bronislava Nijinska, who died in 1972, has one charming work, *Les Biches*, and one masterpiece, *Les Noces*, in the current Royal Ballet repertoire.)

No; under Diaghilev's rigid aegis Nijinsky's ideas proved choreographic *culs de sac*, although his ballets did help, by breaking classical convention, to point the way for other dance innovations—most of which were to take place, quite independently, on the other ...

A ranter's lexicon

Anthony Quinton on Arnold, Lenin, Leavis and Raymond Williams

Keywords: A Vocabulary of Culture and Society
By Raymond Williams
Croom Helm £5.50. 0 85664 289 4. Fontana 95p. 000 633479 2.

Keywords consists of short essays or notes, varying in length from less than a page to half a dozen pages, about the social and historical variations of meaning of some 110 words. "This is not", Raymond Williams writes in the introduction, "a neutral review of meanings. It is an exploration of the vocabulary of a crucial area of social and cultural discussion, which has been inherited within precise social and historical conditions and which has to be made at once conscious and critical—subject to change as well as to continuity—if the millions of people in whom it is active are to see it as active".

It began, he relates, as an appendix to his book of 1956, *Culture and Society*, itself a response to a puzzled recognition by him, immediately after the war, of new senses of a number of polemically critical words, above all the word "culture" itself. Familiar with that word as meaning the same as "refinement" or "literature and the arts", he now had to acknowledge it as referring to the distinctive way of life of a community, in the usage of anthropologists, and in the somewhat more nebulous sense derived by Leavis from Arnold.

His method is to trace the historical variations in meaning, involving multiplication of and various sorts of conflict between senses, of his selected terms, with the aid of the Oxford English Dictionary from their first, usually non-English beginnings; to provide explanations, ordinarily in terms of the to-and-fro of the class struggle, of these changes; and to point out the social and political force of the words in their current employment.

He is plainly correct in holding that this cannot be a wholly neutral undertaking, at least to the extent that the words under inspection have been chosen for their rhetorical, implicitly evaluative character. But to recognise the partisan character of the words, it is not necessary, as he does, to espouse the side of the underdog with such vibrant enthusiasm. The "bourgeois" or even "reactionary" reader can easily perceive that to refer to the poorer majority of the population as "the masses", "the mob" or "the multitude" (the latter noun attracting, as it does, the adjectives "base" and "fickle") has quite different implications from reference to its members as "the common people".

Williams consistently speaks of the recruitment of terms for right-wing purposes as euphemism, as when he says that "pragmatic" "has been useful as a dignified alternative to *unprincipled* or *time-serving*" (perhaps Mr Wilson bulks too large in his consciousness here) or that "consensus" is used to throw the attractive mantle of agreement in opinion over the evasion of real conflict.

But that sort of thing is not peculiar to the right. He admits, indeed, that "it is absurd to conclude that only the working classes work". But the admission is doubly inadequate. In the first place, it is equally absurd to suppose that *all* of those called working-class do work; there are welfare parasites as well as rentiers. Secondly, the false implication he does admit is blamed on the middle class who are held to have made confusion inevitable by defining themselves in terms of social position rather than in terms of their role in the economy. The term "working-class" is surely a euphemistic, even kindly, evasion of the somewhat offensive term "lower class".

Williams's excited partisanship leads him at times into silliness. At the end of his account of the word "educated" he says, "it remains remarkable that after nearly a century of universal education in Britain the majority of the population should in this use be seen as *uneducated* or *half-educated*". If I described only a small proportion of the population as moneyed, I do not imply that the large remainder are destitute; those who would not be called hairy are not totally bald; those who would not be called fleshy are not skeletons.

Raymond Williams is a woolly and clumsy writer and at some points it is wholly unclear what stand he is taking. Writing about the unfavourable sense of *élitism* and *élitist*, he goes on, "it is significant that there are alternative positive words for an effective political minority in *vanguard* and *cadres*". Significant of what? Is he saying that minority power and social distinction are all right in the communist systems where they are referred to with these terms, or that these words serve to conceal the presence of such power and distinction in places where they are supposed not to exist?

There are in this book rather a lot of sentences like this one: "man indeed makes his own nature, as opposed to concepts of an original human nature". No doubt he makes both his own nature and the concepts (or concept) of which Williams writes. Still, it is clear enough that he means to say that man does not have a fixed, original human nature. Here is a longer piece, readily recognizable as Williams's by those familiar with his style: "the point would then be, not to find some other term to replace it (viz *criticism*), while continuing the same kind of activity, but to get rid of the habit, which depends, fundamentally, on the abstraction of response from its real situation and circumstances; the elevation to judgment, and to an apparently general process, when what always needs to be understood is the specificity of the response, which is not a judgment but a practice, in active and complex relations with the situation and conditions of the practice, and, necessarily, with all other practices". As long as that kind of thing (by Lenin, out of Leavis) gets written, criticism, in its original sense of fault-finding, is a habit we should do well to persist in.

The entries in this lexicon often conclude with a little practical advice. At times it is hard to know what one is to do. At the end of the entry on *existential*, Williams writes, "it is probably as well, whenever this now powerful word is used, to look for some early existential specification". What on earth is it, to do that? Writing of violence, he says, "it is then clearly a word that needs early specific definition, if it is not (as in yet another sense, (vii)), to be done *violence* to—to be wrenched from its meaning or significance". He has made the point earlier that violence tends not to be applied to the use of physical force by the army or police. It is perhaps that kind of abstention that he has in mind in the warning final sentence I quoted. He does not mention the use of the word by the new left to refer to any socially disagreeable state of affairs, as in the rallying-cry of the late 1960s, "bad housing is violence".

What is more noteworthy here is Williams's endorsement of semantic prescription. On the whole he is mockingly hostile to what he sees as reactionary attempts to resist popularly inspired shifts of meaning. That is understandable. Semantic rigour tends to be imposed by the ruling class or its functionaries. Thus he says "*Disinterested* is still used, with what are intended to be positive implications, to express a personal habit not only of 'unbiased' but 'undogmatic' concern. It is also being used, increasingly often, to mean simply *not interested*, and this gives substantial offence to those to whom the former sense is still important." The suggestion of the word "personal" here seems to be that the word is used in its traditional sense only for purposes of self-laudation. The sense is important to people because the thing is important. Like the rest of us, Williams, accused of an offence he had not committed, would hope to be tried before a disinterested judge, rather than an uninterested one. Why use a word which means something real and important for a purpose which is already served by another perfectly good word?

For all the work that has gone into it and the wealth of historico-lexicographic detail that Williams has assembled, there is not a great deal to be learnt from [illegible] Anyone literate enough [illegible] his prose will be familiar [illegible] of the comparatively [illegible] sial things he has to say [illegible] find many surprises [illegible] antiquity of the fault-fin[illegible] of "criticism" that is [illegible] primary today and the [illegible] connexion of "revolt[illegible]" "revel"—with the Latin [illegible] to rebel—and these are [illegible] large surprises.

Williams's exposition [illegible] more than usually shaky [illegible] from time to time is [illegible] philosophical matters [illegible] vant. The account of "[illegible]" (together with *determinism* [illegible]) an inchoate muddle; the distinction between "[illegible]" "existence" fails to get [illegible] near the centre of the [illegible] of "individual" makes [illegible] sarily heavy weather of [illegible] dimensions of individ[illegible] separateness or distinctness [illegible]

Even in his own broad[illegible] is often unreliable. Capi[illegible] says, "is the product of [illegible] ing bourgeois society", [illegible] surely to invert the Marx[illegible] of the subject to which [illegible] ently subscribes. In the [illegible] "peasant" there is no [illegible] account of why it is inapp[illegible] post-medieval English [illegible] dwellers. In discussing "[illegible]" he adds to its senses as the [illegible] of a thing and as the main[illegible] as a whole "the inher[illegible] which directs either the [illegible] human beings or both", pre[illegible] an invention of his own, and [illegible] the traditional notion of [illegible] or perfected form of a [illegible] the light of which homo[illegible] dogs in clothes, and the [illegible] Chinese women in the imper[illegible] are held to be unnatural [illegible] subject, the first of John [illegible] Mill's *Three Essays on Re[illegible]* very much to be preferred [illegible] Finally, characteristic of Wi[illegible] style of thought and expression [illegible] in the entry on history, [illegible] distinction is drawn between [illegible] events and the record of [illegible] events: the exposition just [illegible] from the latter to the former [illegible]

Decade of change

Hermann Peschmann

Poetry of the Thirties
By Trevor Tolley
Gollancz £6.50. 0 575 01976 X.

This long book (445 pages including bibliographies), painstakingly and unpretentiously written, ambitiously purports to be a history of all the poetry written in the decade; but since "none of the poets discussed in this book was Right in sympathy" it means, for example, no Roy Campbell.

As literary history, dovetailing into the changing political scene, it is excellent; as criticism covering 47 poets, it is inevitably somewhat generalized and superficial, except for the few established names dealt with at length—it is especially illuminating, for instance, on Dylan Thomas's *Notebooks*. It is, however, a very useful reference book, and a salutary reminder that the 1930s poetry was not just all crypto-Communism or Cwmdonkin Drive!

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Richard Wilkinson

A Sense of Place
By Richard Cobb
Duckworth £4.95. 0 7156 0877 0.

How did unmarried women lose their virginity in revolutionary Lyons? Richard Cobb answers this question in the longest of three essays which comprise this unusual little book. He also analyses a double murder near the Franco-Dutch frontier in 1809. The third essay is an autobiographical account of childhood and adolescence, especially at preparatory and public school. I assume that the worried-looking man whose photograph appears on the dust-cover is Professor Cobb; some might prefer a picture of a seductive Lyonnaise.

The author claims that a unifying theme links the three essays—the importance of topography to the social historian. He writes affectionately about Tunbridge Wells and the Shropshire countryside, while we are shown the difficulties facing homicidal strangers in the flat, dyke-intersected Low Countries and libertines in down-town Lyons, trying to escape detection. But Professor Cobb's real theme is the significance of apparently trivial detail. For example, he shows how the evidence submitted by the mothers-to-be throws light on the living conditions of the Lyons poor.

This approach to history will not be to everyone's taste. I sympathize with the schoolboys to whom Professor Cobb told the murder-story and who queried its historical relevance. "It's true!" was of course his answer. Yes, but does this justify publication? Our author assures us that he is trying to be interesting, yet he displays all the insensitivity of the professional historian. Truth can be boring, especially [illegible] repetitive, sordid and in unfa[illegible] French (I suppose one should [illegible] the meaning of *avorter*?); the [illegible] chunks of documentary evide[illegible] the original will infuriate [illegible] the intellectually snobbish.

Again, I am bored by the [illegible] that Professor Cobb's nanny [illegible] called Kate and came from [illegible] Would he be fascinated to learn [illegible] my nanny was called Amy and [illegible] from Barnsley? The answer, [illegible] credibly, is "Yes!" Professor [illegible] actually enjoyed digging people [illegible] of their blitzed homes—a revealin[illegible] admission. If you share his interest [illegible] in the humdrum (and the sp[illegible]) you will enjoy *A Sense of Place* [illegible] prefer the pages devoted to [illegible] ing people, his teachers at Shrews[illegible]bury, for example, who [illegible] described with appreciative [illegible]

Harbinger of austerity

David Goodway

1848 in France
Edited by Roger Price
Thames and Hudson. £4.50. 0 500 750041. Paperback £1.95 76004 7.

This volume—the third in a new series "Documents of Revolution"—has a misleading title. The collection, selected and equipped with a competent commentary by the British specialist on the Second Republic, covers the complete period from the February Revolution to the *coup d'état* of 1851. A sizable and particularly interesting section deals with the insurrectionary attempts provoked by Louis Napoleon's seizure of power.

Quite who will benefit from a book of this sort is unclear, although it is aimed at both general reader and student. The first is unlikely to cope with the half-digested sources of the historian, while the second, if requiring to study the topic in such detail, should be able to read texts in the original French and would, one hopes, prefer [illegible] untranslated.

The plentiful, well-chosen [illegible] sometimes too murkily reprodu[illegible] illustrations are all in black [illegible] white. Considering the publish[illegible] record, this is alarming and prob[illegible] a harbinger of austerity. Rev[illegible] tions are—in their initial pha[illegible] at least—bright, vivid occasio[illegible] times of gaiety, excitement [illegible] popular hopes. It is therefore [illegible] ticularly inappropriate for col[illegible] plates to be omitted from this ser[illegible]

The lightweight literature of leftism

Nicholas Walters on leftwing politics in England and France

The Origins of Modern Leftism. By Richard Gombin.
Penguin 60p. 0 14 02 1846 7.
The Left in Britain 1956-1968. By David Widgery.
Penguin £4.00. 0 14 055099 2.

These two books are both attempts by young writers to describe the development of the left since the Second World War, but that is about all they have in common. Richard Gombin is a French academic, and he has composed a short, cheap, objective analysis of intellectual leftism in France. David Widgery is a British activist, and he has compiled a long, expensive, subjective anthology of institutional leftism in Britain.

There are many obvious differences between the books; one which is less obvious and more significant is that they are not actually about the same thing—the two authors offer contrasting and indeed contradictory interpretations of leftism, for while Widgery concentrates on Marxists who have rejected the Labour and Communist parties, Gombin concentrates on leftists who have rejected Marxism itself. But in spite of all these differences, the two books give a fascinating view of similar developments on both sides of the Channel.

The Origins of Modern Leftism is the English edition of a book which was first published in France in 1971. Gombin describes the various theoretical currents which flowed together in the French "events" of 1968—the critique of Russian Communism as a bureaucratic rather than proletarian dictatorship, especially by former Trotskyists; the critique of Marxist philosophy from the Marxist position, especially by followers of Georg Lukács and Karl Korsch; the critique of "everyday life" and of the "spectacular society", especially by Henri Lefebvre and the Situationists; the revival of "council communism" which had flourished during the First World War but disappeared after the Russian Revolution, especially by neo-syndicalist and neo-anarchist groups. Gombin sees the resulting ideology as the theoretical basis for the practice of "contestation", which he has identified as the characteristic feature of modern leftism and which he has discussed in several articles and in other books.

The good thing about *The Origins of Modern Leftism* is that it is straightforward and clear, more so than any previous study of the subject. The bad things are that the book is much too brief, so that very complex issues are drastically summarized and dangerously simplified, and that the too literal translation has not been edited for English-speaking readers, when there should at least have been a new introduction and a guide to the sources. Widgery himself calls Gombin's book "perky but lightweight", which isn't quite fair but isn't quite false either. Nevertheless Gombin's crucial point — that true leftism involves not the renewal but the rejection of Marxism—is a necessary corrective to Widgery's own book.

The Left in Britain was completed in 1974. Widgery describes the various currents which flowed together and apart during the 12 years from the dual crisis of Hungary and Suez in 1956 to the confused echoes of the French "events" in 1968. There are seven sections—the emergence of the "New Left" from the dual failure of the Labour and Communist parties in the 1950s; the nuclear disarmament movement in the late 1950s and early 1960s; the industrial struggle under the Conservative governments up to 1964; the failure of the Labour government of 1964-1970; the industrial struggle under it; the student movement of the 1960s; and the climax of 1968. Each section consists of an essay by Widgery followed by a series of contributions by other writers, mostly reprinted from the left-wing press. There are two particularly long contributions by Peter Sedgwick—an essay on the old and the new "New Left", which appeared in *International Socialism* in 1964; and an introduction to the book, which appeared in the *New Statesman* in 1974. There are also an interesting foreword, a useful chronology of events and glossary of organizations and publications, a rich bibliography and a poor index.

The bad thing about *The Left in Britain* is that the book is a mess. Anyone who knows anything about the subject will detect a disturbing number of errors and omissions, and the general level of the material is unashamedly uneven. There are well over 100 separate items, of which many are interesting or at least revealing, but too many are boring or even pointless. The nuclear disarmament section is probably the worst, the introductory essay being full of mistakes and misunderstanding and the illustrative extracts being extraordinarily eccentric. The final section seems to be nearly as bad, but its fragmentary confusion is a deliberate reflection of the atmosphere which pervaded the end of the 1960s.

The selection of items is often perverse, and the editorial commentary is often peculiar. Widgery became involved in the events he describes only towards the close of the period, and his essays begin by being clumsily derivative and end by being intensely personal. Sedgwick, who belongs to an older generation, is always highly stimulating, but he is also highly sectarian, and his introduction is so unbalanced that it upsets the book. Widgery himself tries to escape the sectarianism which infects the whole of the left, and he makes friendly gestures to many conflicting tendencies, but he remains committed to the Marxist approach in general and to the International Socialist line (or lines) in particular.

But the good things about the book are that it exists at all and that there is so much of it. In the absence of any other reasonably comprehensive account of modern leftism in this country, 550 pages of first-hand material must be welcome, even if it arouses argument as much as agreement. It is easy to say the job should have been done better; the important thing to say is that it has been done at all.

Both these books have been badly delayed, and they may well have barely survived the recent retrenchment at Penguin Books. Instead of appearing as the Penguin Specials they would have been a few years ago, *The Origins of Modern Leftism* and *The Left in Britain* have been disguised respectively as a Pelican Book and a Peregrine Book. But, in spite of their defects, they are good examples of the serious coverage of current politics which used to be one of the publisher's finest achievements, and it will be a pity if they are the last.

Principles of mother-power

Robert Shields on maternal psychology

Mothers: Their Power and Influence. By Ann Dally.
Weidenfeld and Nicolson £4.50. 0 297 77046 2.

Unfortunately, Ann Dally—psychiatrist and mother of six—has a writing style which is both repetitious and, at times, astonishingly platitudinous. I say unfortunately, because the drift of argument in this her latest book is psychologically appealing and its scheme is neat and effective.

Mothering, she contends, can be viewed as an on-going process divisible into three major stages—enclosure, extension and separation—each of which corresponds broadly to the developing needs of the child. The enclosure stage is roughly marked out by pregnancy and the first few wholly-dependent months of life during which the infant is enclosed first by the mother's body and then by her "primary maternal preoccupation"—to use a phrase of Winnicott's. Over the years of childhood proper the child may be regarded as an extension of the mother; supporting, guiding, teaching. The third stage, separation, covers the adolescent years, when the mother's task is gradually to withdraw, leaving the child to take on his own identity. Of course, each stage is seen as overlapping another, with the mother subtly adjusting to the child's shifting needs.

The ideal mother, supposedly, is the one who is able to be equally sensitive and equally successful at each stage but, since women are not born equal (due largely to the characterological quirks of their own mothers' power and influence), some are good at one stage and pretty hopeless at another. Thus, Ann Dally argues, though there are many degrees of competence there are three basic types of mothers: those who regard their children as parts of themselves, those who see them as extensions of their own lives, and those who acknowledge them as separate people.

Given this basic concept, which Dr Dally perhaps rather generously calls a theory, there is ample scope for discussion and speculation on the multiple effects on the child of one style of mothering as against another. Portnoy's mother—enclosing; H. G. Wells's mother—extension; Edith Sitwell's mother—separation. The author richly develops and furnishes her argument with examples from literature, and case material from her own practice.

Though, of course, every child needs something of everything, there is a special need in our kind of society for mothers to be efficient at the stage of separation. "This is because survival, both social and psychological, is less certain and less automatic than formally and so depends greatly on individual development."

Many others—many parents, in fact—will find this book helpful and thought-provoking, and it may give them some insight into the nature and quality of their relationships with their children and the intricate balance of the growing child's emotional needs.

Dr Dally concludes her book with a series of brief essays on a number of subjects unrelated to her central theme—the best being a chapter on hostility. Prefaced by a quotation from Winnicott—"If society is in danger, it is not because of man's aggressiveness, but because of the repression of personal aggressiveness in individuals"—the author goes on to outline some of the destructive ways in which repressed hostility or denied aggression may "leak" indirectly into forms and patterns of behaviour which can be more damaging to a child than openly expressed anger—jealousy, envy, malice, over-control, forgetfulness. "Distaste and anger . . . are normal and inevitable" emotions in the good-enough mother.

Thinly scattered here and then there in Ann Dally's book occurs the neglected word "father". One cannot blame the author for this. After all, her book is about mother-power. It just makes one wish that someone, somewhere, sometime would come forward with a volume that would go some way towards redressing the Spock-Winnicott maternal imbalance to which Dr Dally has added her fraction.

Ideologies and aesthetics

Pierre Watter

Karl Marx and Frederick Engels Collected Works, Volume I. Marx 1835-1843. 85315 284 5 Volume II Engels 1838-1842 85315 292 6. Lawrence and Wishart £3.00 each.

Marx and Engels on Literature and Art. Documents of Marxist Aesthetics. I. G. Editions, Box 350, New York, NY 10013.

Both these collections are welcome.

Since even the accepted canon of Marx and Engels is not readily available in English, a set of volumes merely making this easily accessible would already be a boon. But the *Collected Works* promises much more. For the first time, all the unpublished material, notes, and preliminary drafts of *Capital* will be printed, together with a mass of other political, economic, philosophical and historical writings heretofore not obtainable in translation, if at all. The 50-volume edition will also include the complete correspondence. If, as is plain, a good number of Homer's nods will be found, this is a small price to pay for the advantage of having to hand that considerable body of work which rises to the heights of genius. Marx's juvenilia are of no intrinsic interest; but the doctoral dissertation and accompanying notes, the essays on censorship and the freedom of the press already witness to an exceptional grasp and insight.

To turn from this to the work of the young Engels, is to come down from the mountain to the plain. A comparison of his notes and Marx's on the Press laws is instructive, showing, as it does, the radical difference between talent, however considerable, and genius—something of which Engels himself was, of course, thoroughly aware. It is to be hoped that the publishers will have the opportunity of completing the project; and if the notes and indexes keep to the standard set here, the finished collection will be a magisterial production.

Marx and Engels on Literature and Art, the first of the planned 12-volumed *Documents on Marxist Aesthetics*, is interesting chiefly for its bibliography and introductory essay which grapples with the idea of aesthetics in the thought of Marx and Engels (mainly Marx) and its relation to their general concept of man and society. The selection of extracts is not as full as that in the 1947 *Marx and Engels, Literature and Art* (International Publishers), strangely nowhere mentioned. The main virtue of the introduction is that it, to some extent, shows the falsity of the view of Marx as the Bentham of the Left, prophet of mere utility and labour, that is a cardinal feature of Stalinist, as of conventional Marxist, ideology. The remaining volumes will deal with Marxist aesthetic thinking (a category which itself already is proof of a misunderstanding of Marx) up to 1925. They should make interesting reading.

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Where the kids are

Geoff Fox reviews two series for reluctant readers

Topliners: Us Boys of Westcroft. By Petronella Breinburg.
333 18815 2.
Last Straw. By Christine Dickenson.
18812 8.
A Season in Europe. By Roy Wilson.
18813 6.
Me and Dicko and the DJ. By Tom Browne.
18810 1. Macmillan 35p each.
Getaway Books: The Train Robbers. Lucky Mountain. By William Hirst. Summertime Blues. By Geoffrey Baker. Ends and Escapes. Edited by Dennis Pepper.
Nelson 32p each.

Many practising teachers, if not critics of high children's fiction, would share the view of the editor of Topliners, Aidan Chambers, that "wide, voracious, indiscriminate reading is the base soil from which discrimination and taste eventually grow". They—and bandwagoning publishers—owe the series a considerable debt, since many readers, no matter how reluctant, have enjoyed Topliners, and then moved on to more demanding books. If the best of the series had not done more than provide easy reading, however, it would have been cheaper to fill the shelves with *Jackie* and *Goal* and leave it at that.

"Starting where the kids are" is a more complex matter than placing your story in an urban context fraught with Trouble. A reader may quicken to a story set anywhere, provided the themes provoke sufficient recognition in his own inner experience, the setting is not so detailed or alien as to distract, and the language is accessible. (*Beowulf* is a potent and well-proved source of drama work, for example, with children from all kinds of background.) There is an uneasy sense that the writers of this latest batch of Topliners have tried too consciously and too literally to begin where they think their readers are.

It is the tone of voice which initially disturbs. Consider these extracts from the opening lines of the first three titles: "Suddenly it was my last day at Westcroft. Empty like. I can't explain. I wasn't sad. I felt like, like it was the end of something. I felt scared like . . . like my bowels tightening." "I know I don't come out of this story too well. . . ." "There was something about Saturdays. I leaned over and turned on my old radio. It was a cream-coloured, plastic thing, the one they'd had downstairs before Dad had gone a bit mad and bought a stereo outfit with a UHF built in."

Adolescents neither talk nor write in this matey, throwaway idiom. The heroines of *Jackie* do, so yes, readers thus conditioned may read the books. The voice seems not only phoney, but also condescending; and it may be that the condescension reflects a cultural as well as a generation gap. This is not to impugn the intentions of the writers but merely to suggest a problem they face.

Some of the writing in this quartet seems mechanical—an echo of livelier, more successful Topliners. *A Season in Europe* leans heavily—to be generous—on the Busby-McGuiness episode at Old Trafford, and yet lacks authenticity. Set it alongside Brian Glanville's *Goalkeepers are Different* and the contrived poverty of plot and lack of conviction are self-evident. If you are going to write a football romance, it seems better either to employ the self-parody which enlivened *Limp-Along Leslie* et al, or to have the intimate knowledge of the game Glanville suggests. This book, with its real-life First Division teams on the one hand, and its heroin-smuggling TV commentator on the other, wanders aimlessly in mid-field.

Us Boys of Westcroft is equally unconvincing. Walter Collins is sent to a comfortable rural area as a last attempt to avert borstal. His new school is Westcroft, a boys' secondary, although, implausibly, it is a "posh" school; some boys stay until they are 19 and win university places, despite the presence of a grammar school next door. Walter is black—and there is no disputing the fact that British black children too rarely read about black characters. A sense of formula writing emerges, however; we need books about black kids, so here is one, written to order. Formula books find it hard to avoid a moralistic flavour: stick to it, son, and you will win through.

Me and Dicko and the DJ has its own mild didacticism, but is undemanding for those interested by the pop scene. The message is that the best fun is the fun you make yourself, in this case, by running your own mobile disco. The dialogue is witty enough, the DJ in question more likable than most of the images projected by the media, and Tom Browne is authoritative about the mechanics of discos. *The Last Straw*, despite yet another trouble-laden urban plot, comes closest to the standards set by the best Topliners. Tracey's parents foster difficult children, and Tracey's own role in the home is threatened by the arrival of Sharon, a girl of her own age. The characters develop through experiences which enable them to understand each other's predicaments more sympathetically.

Several of the latest Getaways are somehow less claustrophobic, accepting as they do that where the kids are does not necessarily mean either in a crisis or down Gas Street. William Hirst's two westerns, especially *The Train Robbers*, have strong, firmly structured plots which keep the reader turning the page. They would make easy stepping stones to *Shane* or *Ox-bow Incident*. Geoffrey Baker's *Summertime Blues* is an account of a first hitch-hiking holiday in Europe. The kids-catch-crooks element is less important than the holiday romance between two boys and a couple of girls they meet on a camp-site. Escapist, maybe, but vigorous, often wryly comic, and simply refreshing. *Ends and Escapes* offers an excellent selection of short stories as valuable as the previous anthologies in this series.

Children's literature

Roads to freedom

Mary Hoffman

Freedom for Priscilla. By Joyce Nicholson.
Nelson £2.50. 0 7238 1247 0.
The Rock and the Willow. By Mildred Lee.
Oxford University Press. £2.75. 0 19 271378 7.
The Doubting Kind. By Alison Prince.
Methuen £3.50. 0 416 81170 1.

Priscilla's story begins in the nursery—a Victorian Australian one—but otherwise not so different from the world of early Nesbit or *The Children of the House*. There are three girls, four boys and a baby, but the nursery, like the book, revolves around Priscilla, a representative of the new order in conflict with the old. The old order is personified by her prosperous, self-made father, and the issue is education and careers for girls, which Mr Harding considers immodest and unnecessary. Their first battle is fought when Priscilla, who is the only child to inherit his determined ambition, incredulously discovers that she is not to follow her elder brother to school. From then on, she perseveres in intentions which snowball into a plan to qualify as a doctor.

Priscilla's steadfastness and her capacity for long-term planning are minutely logged, as is the growth of the Women's Rights Movement in Australia. It is a splendid subject for a story, which provides impetus and accelerando, but the main points are often too heavily underlined. Priscilla is flanked at every appearance by words like "dogged", "unwaveringly" and "determined", while her charm is equally insisted on, rather than displayed; the blurb surprises by announcing that Mrs Nicholson has "over 20 children's books" already to her credit.

None of this should detract from the book's powerful message, that freedom is a birthright demanding unceasing work and thought.

Earline Singleton also yearns for education in the face of her father's opposition; but that's not the only thing we know about her. This lovely unfashionable book, published first in America over a decade ago (the unlikely contemporary of *Harriet the Spy*), animates a whole family of small town homesteaders with their prejudices, loyalties and woes. It avoids folksiness (just), and if some of the incidents seem to offer opportunities to wallow, Mildred Lee makes sure that no tears are jerked except by proxy for the stoical heroine.

Tired Creek, Alabama, is the background to Enie's childhood and adolescence. Long summers, whose heat may mean drought and lean times, but whose languor feeds the dreams of the girl who is going to get away. Hiding from family and mosquitoes under a cool willow down by the river, Enie writes compulsively in her notebook, her only release from household chores and a mounting hatred for her father.

As her ambition to be a writer grows, nourished by an English teacher who knows talent—and a crush—when she sees it, the poverty of Enie's family becomes more irksome. Her father hasn't the money to send to college "a strong, healthy girl like you that's already had a heap more schooling than any of her folks". There's also first love to conquer, with its temptations of an alternative future, desirable but so much narrower than the one of Enie's dreams. But Enie is the stuff of which conquerors are made and, by the end of the book, there is more rock than willow about her.

Lack of education is not the problem for English teenagers in the seventies, and Bobbie and Fanny, in Alison Prince's new book, would probably be glad to barter some of what their older sisters fought for in exchange for their sense of purpose. *The Doubting Kind* is about a week in the life of the two girls, and their friendship, their ambivalent feelings towards school, parents, men and God.

Bobbie is, on the surface, worse situated than Fanny; her comfortably-off parents get on badly, her mother is a lush, and most of the nasty things that happen during that week fall to Bobbie's lot. Fanny's father is a doctor, her mother runs a bookshop and her family shares an eventful and supportive existence, organized just one step ahead of chaos. Bobbie is cautious and dreamy, haunted by unbidden nightmare fantasies, while Fanny is uninhibitedly rebellious, though intelligent and loyal. Their school, with its petty tyrannies and cheap victories over adolescent girls, evokes such an authentic hot flush that Alison Prince must have an unforgiving memory or a teenage daughter.

Bobbie is particularly vulnerable to adult attack; she is the kind of trusting, unconfident girl who brings out both tenderness and sadism. But she finds her own resilience, somewhere between the blows and kisses and, much as she bends, she does not break. It is a long book, episodic but shapely, with a rare lack of condescension for its characters—and its readers.

Paperbacks

Science for all

Paul D. Thomas

Guide to Science. 1. The Physical Sciences.
£1.50. 0 14 02 1912 9.
2. The Biological Sciences. By Isaac Asimov.
£1.25. 1913 7. Pelican.
Science since Babylon. By Derek de Solla Price.
Yale University Press £1.75. 0 300 01798 7.

Dr Isaac Asimov is a professor of biochemistry at Boston University, but it is as a writer of science fiction that he has achieved worldwide fame. His *Guide to Science* is very much science fact. First published as *The Intelligent Man's Guide to Science* in 1960, it has since been re-titled and brought up to date twice. It is best described as an encyclopaedia which reads like a novel, but even the professor could not contain the whole of science and its history between two covers: there are two volumes naturally divided into the physical sciences and the biological sciences. As they are immensely readable, with just the right amount of humour, one accumulates mountains of fact quite painlessly.

The Physical Sciences starts off big, i e, with the universe and gets smaller: chapter three on the Earth, chapter four on the atmosphere and so on, until [illegible] six and seven he deals [illegible] and waves. In chapter [illegible] nine he digresses from the [illegible] ing pattern and deals [illegible] machine and the reactor [illegible] tively. In *The Biological* [illegible] he reverses the practice a[illegible] small, i e, with molecules, [illegible] on to deal with proteins [illegible] two, the cell in chapter [illegible] so on. A word of warning [illegible] to students sitting exam[illegible] these volumes are not the [illegible] to your prayers and the [illegible] cribs. Asimov has covered [illegible] ground that there are [illegible] generalizations, though [illegible] ideal for the layman [illegible] educate himself.

Science since Babylon, [illegible] lished in 1961, is another [illegible] tested book brought up [illegible] and enlarged. The book [illegible] as five lectures given by [illegible] Solla Price and quite often [illegible] reads like a lecture, [illegible] style. Nevertheless [illegible] interesting reading and [illegible] attempt to cover all [illegible] scientific history. Profes[illegible] has detailed those aspects [illegible] finds interesting and this [illegible] shines through. Reviewers [illegible] first edition called this a "[illegible] ful book" and so it is and [illegible] ing reading for the scien[illegible] non scientist alike.

To speed reading

Jim Hunter Books. By Ben Butterworth and Bill Stockdale.
Methuen. Four titles 35p and 45p each.
Banjo Books. By A. L. [illegible] Higgins.
Sets 1 and 3 £1.60 per set [illegible]
Disco Books. By Joan Tate.
Sets 1 and 2. £1.30 per set [illegible]
Club Books. By Joan Tate, A. L. [illegible] D. S. Higgins, A. Ramsay and [illegible] Chilton.
£1.30 per set of 4.

The authors of this series are attempting to provide the slow reader with modern spy-style stories, some in comic-strip form. The reading ages suggested of seven to eight years are, however, misleading. In one of the first stories an early sentence reads "One of our agents hid a micro-film in the temple when our rival Bratt was after him". There are few contextual clues here to help the reader and in many cases the illustrations, which cover each page, distract the slow reader from the text. In the longer stories in the Jim Hunter series the secret agent has some James Bond style adventures. This series (so far four books) may be successful with the older slow reader but a reading age of eight-and-a-half to nine would be necessary if the reader is to retain the essentials of the plot as well as cope with the sometimes technical vocabulary. There is no doubt, however, that these books fill a gap as far as general content is concerned for the secondary school child with reading difficulties.

G.F.

The format of the 12 books [illegible] series is very good. General[illegible] sentences are short and the [illegible] bulary well controlled. The s[illegible] are lively but the recomm[illegible] reading ages of seven to eight [illegible] once again a little optimistic in [illegible] cases.

In the Disco series each [illegible] sists of four short stories, each [illegible] in a colourfully presented b[illegible] These books are excellent [illegible] respects. The Disco Books a[illegible] of great value to teachers s[illegible] for a book to interest the [illegible] with extreme reading pro[illegible] Stories such as "The Supers[illegible] are humorous and well illus[illegible] The Club books are more d[illegible] but contain a wide variety of [illegible] —adventure, realistic situatio[illegible] humour. In my view these [illegible] would form a valuable part of [illegible] remedial teacher's collection [illegible] classroom books.

Stella [illegible]

Daily Mirror
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The spirit of an age

Rosemary O'Day on secondary school history

Cambridge Introduction to the History of Mankind. Topic Books. Archbishop Thomas and King Henry II. By Tom Corfe.
85p. 0 521 20646 4.
Life in a Medieval Village. By Gwyneth Morgan.
85p. 0 521 20404 6.
The Monks of Durham. By Anne Boyd.
85p. 0 521 20647 2.
Martin Luther. By Judith O'Neill.
75p. 0 521 20403.
Cambridge University Press
Cambridge Introduction to the History of Mankind: Book 6. The Birth of Modern Europe. By Trevor Cairns.
Cambridge University Press £1.25. 0 521 07728 1.
A World Unto Itself: Life in a Medieval Village. By George Beech.
Cassell £1.05. 304 29648 1.
How People Lived in the Middle Ages. By F. M. King and H. Epperly.
Harcourt Brace Jovanovich Ltd £1.95. 8175 5512 9.

Four new topic books have been added to the excellent Cambridge series for secondary school pupils. As usual, the books are beautifully presented, with clear photographs and illustrations which are closely integrated with and amplify the text.

I particularly like Tom Corfe's *Archbishop Thomas and King Henry II*. At the start of this book Mr Corfe discusses the usefulness of contemporary art as evidence. Artists of the day portrayed the murder of Thomas à Becket. The British Museum possesses one such illustration in a late twelfth-century psalter but, Mr Corfe notes, careful though the artist was, it contains one mistake, perhaps deliberate. "To make clear what a terrible crime has been committed, he actually shows the Archbishop kneeling at the high altar itself, although we know for a fact that he died . . . in a side chapel with his back against a pillar". After this brief introduction Mr Corfe proceeds to study the incident through a detective approach which will be highly effective in the classroom. It owes something to Josephine Tey; but it is not to be despised for that.

The remaining three topic books are more traditional but still of high quality. Gwyneth Morgan traces the life of a young, well-to-do freeman in a medieval village. *The Monks of Durham* clearly tells the story of the abbey at Durham, although it rather skates over the period of the dissolution. *Martin Luther* sets the early Lutheran revolt within the context of contemporary Christendom and avoids too much over-simplification on matters of theology. It is a pity that little is said about the re-channelling of the Reformation via Calvinism and Zwinglism or the reasons for Luther's slackening hold after 1530.

The Birth of Modern Europe is the basic textbook in the same series covering the period from the renaissance to the Glorious Revolution. It has many points in its favour: clarity of style, the introduction of specific historical problems (periodization, historical psychology, problems of using pictorial evidence), and excellent presentation.

It seems to me, however, that the attempt to cover the whole of Europe over such a long period brings with it many attendant problems. Whereas one applauds the attempt to integrate the history of England with that of Europe, is it really possible to use England as a specific case study for the birth of modern Europe? Had more space been available it would have been possible to place the case of England within the European context more realistically, and also to come to grips with some of the issues which are raised so tantalizingly—and then immediately discarded; the nature of the new monarchies, for example, or the conditions in which the Renaissance flourished.

Mr Cairns is able to do little more than describe the manifestations of the Renaissance spirit—a little more space and he could have at least talked about the political, social, economic, religious and intellectual climate which produced this phenomenon and about the patronage which made it possible. It is true that the series attempts to circumvent this problem of over-generalization by supplying in-depth topic books, but the textbook should provide an adequate context for these "problem-area" studies.

The two remaining books, not in the above series, are on the whole much less satisfactory. *A World Unto Itself* is based on an interesting idea—the self-sufficiency of the medieval village—and it does make an attempt to show pupils in secondary schools how contemporary social, physical conditions could affect the thoughts and actions of medieval men. The style, however, is rather too laborious to be very effective.

The book *How People Lived in the Middle Ages* works on a questions and answer formula. It is, I think, far too generalized for the level at which it is obviously directed. For the lower ability ranges it is surely better to work from the specific to the general. It is hard to see how this latest addition to the considerable school literature on "life in the middle ages" differs from or improves upon books on the same subject produced some 25 years ago.

Potsherds and poetry

Naomi Mitchison on early Britain

Mirror of Britain Series. The Island Sunrise: Prehistoric Britain. By Jill Paton Walsh.
0 233 96671 4.
Green Blades Rising: The Anglo-Saxons. By Kevin Crossley-Holland.
96635 8. Deutsch £2.95 each.

Do we want a new hardback series of English history "for younger readers"? Well, the idea here is to take recognizable historical periods and write about the people who lived in them in terms of their arts or whatever of them has happened to survive; one suspects that part of this is an excuse for putting in front of us a number of extremely well produced photographs of objects, places and even reconstructions, including rather oddly the Tasadays of the Philippines making twisted stick fires. The opening volumes deal with pre-history and the Anglo-Saxons; Roman Britain which should come between is delayed for a year. The question is, who is it for?

Doubtless it will be in school libraries and help teachers. Children will look at the pictures and some bright 12-year-olds may read and start on the idea that someone who made this or that was likely to be one kind of person rather than another. It isn't exactly easy for Jill Paton Walsh, good children's writer as she is, to demonstrate this on flint flakes or potsherds. I wish she could have followed up Professor Thom's ideas on the mathematical, perhaps navigational, uses of the deliberately placed stones and cup-and-ring marks along the west coast of Scotland. If the increasingly attractive idea of Ancient Briton the mathematician is true, we have to reconsider what sort of thinking he did.

Kevin Crossley-Holland has it easier with the splendid, tough Anglo-Saxons. Britain could make it then. Not only in artifacts but in poetry. If this book fires just a few teenagers to read *Beowulf*, *The Wanderer* or the story of the battle of Maldon, it will have been worth while. Again one worries about what is left out. But the main stream is tapped. Adults who did "English History" even 30 years ago, will wish they had been given just this sort of book.

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Across the centuries

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Two Families in the Wars of the Roses. By Rosemary Goyder.
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The Great Dock Strike 1889. By David Wasp and Alan Davies.
0 582 20354 6.
Learning in Medieval Times. By Gillian Evans.
0 582 20535 2.
William the Silent and the Dutch Revolt. By Hermione de Jongh.
0 582 20530 1.
Railroads and Cowboys in the American West, By Barbara Currie.
0 582 20533 6.
Longman Then and There Series. 40p each.

Printed in Hong Kong, this clutch of books deals with events which take place over several centuries and two continents. They range from the "Last Frontier of America" in the nineteenth century to the Low Countries and the struggle of their peoples against the tyranny of Spain in the fifteenth century, from the Wars of the Roses to the last century and the founding of the Trade Unions, especially dealing with the Dock Strike of 1899. Finally, in a more relaxed vein, the last book deals with the desire for learning in the Middle Ages.

Each of these books will appeal to different pupils. The railroads and cowboys, with their stampeding herds, Billy-the-Kid, Jesse James, General Custer, Chief Sitting Bull and his Indians, plus all the authenticated cattle brands of the time, must be my favourite and it is certain to be a winner among boys. *The Great Dock Strike* is a powerful social document full of human interest which will captivate many with a latent sense of social justice.

None of these books is sensational or racy; each book is full of information admirably suited to pupils in the middle and secondary schools. Few concessions have been made to vary the solid presentation of fact.

The Then and There series has proved itself by the ready acceptance it has received in many schools up and down the country. Already some 50 titles have been published on a variety of interesting topics. Most of the books have 112 pages, sufficient to deal with the subject in some depth. Longmans proudly announce that they have been in the book publishing business for 250 years and, I must say, the expertise shows. The strong format and low price are even more acceptable in these days of shrinking allowances.

The books are work-centres for the subject under discussion. At the end of each book there are important sections: "How Do We Know?"; "Where to Find Out More"; "Things to Do"; a glossary and the section "Acknowledgments". There are many illustrations and these vary in quality, though they are usually sharply printed. A good example is "London's Dockland" from *The Great Dock Strike*, but some in *Railroads and Cowboys* are less good. The selection of cartoons, maps, plans, line drawings, half-tones, and reproductions of the unusual (an original union card of the Amalgamated Society of Engineers, Machinists, Millwrights, Smiths and Pattern Makers in *The Great Dock Strike*, for instance) deserves nothing but praise. No attempt has been made to "write down" to the reader and for this we should be grateful.

Old Father Thames

Ralph Lavender

London's River. By Eric de Maré. Illustrated by Heather Copley and Christopher Chamberlain.
Bodley Head £2.00. 370 00846 4.

First published in 1964, revised in 1972, and just now reprinted, *London's River* has enjoyed golden opinions: in 1965 it was a runner-up for the Carnegie Medal; and Margery Fisher, in *Matters of Fact*, wrote glowingly of it.

It is a chronological review of London's history as seen from the river. We have London before the Romans came, and then the story of Londinium; both sections are highly conjectural, although Roman buildings and their bridge receive plenty of attention. But where are the people and the objects they used in their daily riparian lives—like the Roman bikini which used to be shown in the old Guildhall Museum? The history proceeds through the customary stages of medieval, Tudor, Stuart, Georgian and Victorian. One of Eric de Maré's most tantalizing sections is about tomorrow's London, which is certainly something we should all be talking about much more thoughtfully.

The text is generally approachable and pointed, but sometimes the cold opacity of its language is an obstacle—for example, during Victorian times, "Beautiful things were still being made by hand, architecture was unified by the classical tradition, and even the new engineering structures . . . were of simple, noble design". But then the book suddenly flashes into life again, and one hears the people at Vauxhall Gardens, with its Musical Bushes "where an orchestra hidden under the ground played fairy music, until the players complained that the dampness ruined their instruments".

In these jackdaw days we have become used to original illustrations. But too many here are re-drawn from the originals, so that detail and atmosphere are lost—Wyngaerde's map of about 1550 is a case in point. And the bibliography mentions no book published after 1962. Has it not been updated since the first edition?

Behind a bamboo curtain

Timothy Mo on martial arts

The New Manual of Kung Fu. By Peter Tang. Foulsham, £1.95. 0 572 00918 6.
Karate Power: the Basic Katas. By Russell Kozuki. Sterling Publishing Co. £1.75. 0 7061 2102 3.
Martial Arts of the Orient. Edited by Bryn Williams. Hamlyn, £3.50. 0 600 35229 3.
All about Judo. By Geoff Gleeson. EP Publishing, £3.00. 0 7158 0590 8.

The oriental fighting arts have taken the West by storm. Kung Fu is one of the household words of the seventies. Yet five years ago the term, let alone its practice, was virtually unknown.

Without any doubt, it is the films which have been responsible for the mushroom growth of the martial arts. The development of these ancient fighting systems to the pinnacle of the newest entertainments and sports industries has come in two distinct phases, each brought in by an accompanying cinematic wave.

First to arrive in this country were the Japanese arts: judo, established for over 50 years, anticipated karate, aikido, kendo (fencing), and kyudo (archery), which were popularized in the fifties and sixties.

The films of Akiro Kurosawa, elegant, swashbuckling (sometimes unintentionally funny), provided the self-image for devotees of this phase, with their lone, unshaven samurai engaged in stylized eyeball to eyeball confrontations, demolishing hordes of extras to the background score's subtly off-rhythm counter-point.

Most recently it is the Chinese arts which have come into prominence. Kung Fu, or Chinese boxing (the term is Cantonese and means something like "trained man") was popularized by the crude and sanguinary Mandarin language films made in Hong Kong, mostly at the Golden Harvest and Run Run and Runme Shaw studios. (In Hong Kong these films have to be subtitled in the universal Chinese ideograms as the upper-crust dialect is incomprehensible to 99 per cent of the southern audience.)

Whatever the artistic deficiencies of these movies, they gave the oriental martial arts a currency and charisma that had been totally unknown before. The irony is that, failing the widespread availability of genuine Kung Fu instruction in this country, the Japanese schools have been the major beneficiaries of the boom. Ironic, because the Chinese and Japanese, both historically and actually, have never been—to put it mildly—on the best of terms. The Hong Kong films generally portray the Japanese as sadistic, buck-toothed, and myopic.

However, Westerners have not been over-subtle to distinguish. The publishers of Peter Tang's *New Manual of Kung Fu*, for instance, have put on its cover a Japanese karate instructor, in white Japanese outfit and black belt (there are no grades or belts in Kung Fu) executing a typical shotokan karate sport technique. Looking at the kind of kicks the Chinese demonstrator inside is perpetrating, it is probably just as well.

Perhaps the biggest irony is that Bruce Lee, the celebrated, deceased star of the best brand of mash-out flick, and a skilled combat technician in his own right, was extremely critical of traditional martial arts. So far as he was concerned they were "a form of paralysis", useless for self-defence. He described the prearranged, robotic sequence of movements which are the traditional art's version of shadow-boxing as "vertical death".

Russell Kozuki's *Karate Power* shows exponents in the quaint sort of poses which drew Lee's scorn. Like Peter Tang, the author does not actually specify the style he is illustrating. (Respectively, I would have guessed, shotokan and a bastardized form of Hung Gar, or one of the other external forms of Siu Lum.)

Martial Arts of the Orient at least is precise and careful. Reliable chapters on both Chinese and Japanese armed and unarmed styles rub shoulders here. It is not, however, up to the standard of Donn F. Draeger, the ferociously crew-cut ex-US Marines officer, the doyen of martial arts historians, who is one of the select few who can both fight and write.

Geoff Gleeson's excellent *All about Judo*—which I recommend to anyone interested in sports coaching as well as judo technique—is the only book of the batch which gets to grips with the oriental systems in any analytical way. Mr Gleeson, who modernized and westernized judo almost single-handed, was national coach for 14 years. He left in 1974 under controversial circumstances.

He refers to the "feudal attitude towards training" and the "bamboo curtain of obfuscation"—factors which do not just apply to judo.

The first thing to realize about the oriental systems is that they are oriental systems. (But what the European demonstrators in *Martial Arts of the Orient* think they are doing in traditional Chinese costume, heaven only knows; it's pure fancy dress.)

Teaching methods are predicated around desiderata that have been anachronistic for the Chinese and Japanese, let the Westerners: unthinking deference to superiors, extinction of individuality, lack of imagination, everything that was worst about our own nineteenth-century educational system.

The persistence of the cultural lag might have something to do with financial considerations. Karate and Kung Fu are as much export commodities as Swiss watches or Hongkong toys. Karate and Kung Fu classes can hold as many as 60 students with only one or two instructors. A usual charge is £1 per hour.

Compare this with an amateur boxing club where a member pays something like £2 for a year's individual instruction with his trainer. Incidentally, there has been a vogue for boxer versus kick-fighter contests in the States in which boxers have knocked out their opponents, oriental and occidental, with a regularity that is almost embarrassing. Thai kick-boxers, mentioned in *Martial Arts of the Orient*, are probably the most effective unarmed oriental fighters. But, for the moment, the Japanese seem to have cornered the market.

Hitting and kicking

Anne Howarth

Black's Picture Sports series: Skiing. By Doug Godlington. 0 7136 1357 2. *Badminton, By Nancy Horner.* 0 7136 1584 2. *Soccer. By Allen Wade.* 0 7136 1586 9. *Volleyball. By Roy Pankhurst.* 0 7136 1587 7. *A and C Black* £1.75 *each.*

This series was first published in the United States of America and has been revised and edited for the English market. Conforming to a similar pattern, these books are intended as basic instructional texts for beginners. Each one begins with a general introduction to the sport, and then covers the basic skills and, in the games, the basic tactics.

Doug Godlington has edited the book on skiing, and he explains how to become a competent skier, rather than an expert—a sufficiently formidable task in itself. Nevertheless, a beginner would learn a great deal from reading the explanations of the skills and observing the drawings. Unfortunately, the photographs show little of the techniques in action, but possibly serve to present a romantic image of the sport.

The book on badminton deals succinctly with all the basic skills and tactics, and has plenty of excellent action photographs. Disappointingly, the drawings depict mature players demonstrating the strokes in somewhat outdated clothing. This may discourage some youngsters from reading this lively commentary on the game.

It is a sad reflection on soccer today that there is a need in a basic instruction book to include, in a definition of good football, "the aim is to win fairly". This is a competent text with good illustrations and plenty of photographs that are likely to appeal to the young player. The skills are clearly presented with ball control exercises that can be practised solo. There is a section on goalkeeping followed by a chapter on the skills in action which includes a brief reference to the varying formations that are used.

Volleyball is a sport fast gaining in popularity, particularly in schools. This is a useful introductory book, presenting the game as an exciting one. Initially, it is easy to learn and consequently there is a lack of incentive to try out new skills, so sensible practices are suggested for tactics that can be practised by small groups.

This series provides a set of handy instruction books which are easy to read and understand; they would be a useful addition to the school library.

In at the deep end

Diving Complete. By George Rackham. Faber £4.95 0 571 10342 1. *Paperback* £1.95 10940 3.

This is indeed the complete manual for all divers, teachers of diving, and aspiring participants in this awesome but graceful sport. For most beginners, diving requires them to overcome an initial feeling of fear before plunging head first into the water. To reach this stage is often hard enough, and to reach top level performance must demand great nerve and skill. George Rackham, who has had a wealth of experience in teaching diving, is as concerned to start the beginner diving as he is to help the advanced diver. He has contrived to make this book more than a dry technical text by including plenty of advice based on his own experience. Facing the problem of how to get over this initial barrier of fear, the author stresses the importance of progressing slowly in easy stages which he outlines.

The chapters are subdivided into headed paragraphs, each explaining a particular point; this makes for easy reading and quick reference. There are plenty of photographs and accompanying crystal-clear diagrams. The introductory chapter on the development of the sport is followed by four excellent chapters covering safety, teaching diving, first steps in diving and basic bathside work. These sections should be read by all those involved in teaching diving. The latter half of the book delves in detail into the mechanics and techniques of complex diving routines. Topics such as entry techniques are discussed at length, and these discussions would be most useful for those coaching advanced divers.

This is a comprehensive and thoughtfully compiled treatise on diving, and it is recommended by the Swimming Teachers' Association for candidates taking their Diving Teachers Certificate.

A.H.

Putting wind in the sails

Frank Eggleston on boating

Beginners Book of Navigation. By Barbara Webb. Ward Lock £2.50. 0 7063 1680 0

Many a good tune can be played by a pianist lacking all knowledge of the theory of music; and many a sailor enjoys himself for years while knowing next to nothing about the art of navigation. But for the more serious-minded boat-owner anxious to venture out to sea, yet not wishing to add to the burdens of the RNLI, the basic skills which tell him where he is, where he is going, and whether he is safe are essential aids to peace of mind and happy sailing.

As Barbara Ward emphasizes in this splendidly compiled introduction to navigation, there is immense satisfaction in being able to read an Admiralty chart with the ease of a road map, and bringing one's boat in safely at some chosen destination. Provided he can add and subtract, and has a modicum of common sense, there is little reason why any skipper should not become a good navigator.

The *Beginners Book of Navigation*—a misleading title for a collection of such navigational profundity—is a comprehensive course of instruction and a sound investment for the sailor's library. The author, an experienced sailor herself, explains the behaviour of currents, tides and tidal streams, discusses the reading and interpreting of maps and charts, keeping a log, and lists the essential navigational aids for providing accurate fixes. The text is illustrated with line drawings and pages in colour of buoyage diagrams and specimen Admiralty charts.

Coastal Cruising. By Colin Jarman. A. and C. Black £6.50. 0 7135 1569 9.

Britain's leisure-time sailors are thrice blessed by the variety and beauty of their island coastline, and for those intent on making modest passages from port to port to see more of it, *Coastal Cruising* should fill in most of the gaps where expert knowledge and experience are lacking.

Times have changed since the days when only the fittest of the yo-ho-ho brigade put to sea, leaving behind their "little women". Today, inshore cruising is becoming a pleasure in which the whole family participates, where "Mrs Mate" is an all-important member of the crew, and where father, for all his failings elsewhere, will be expected at all times to know best.

Mr Jarman has written primarily for the sailor who has passed the novice stage, who sails regularly, and is about to buy a boat of his own. What design should he buy? What should he be on his guard against? What standards of comfort will endear him to all who sail with him, and what gear and equipment should be choosen from the crammed, confusing chandlers' catalogues? Mr Jarman takes his reader's hand like some long-lost father, and from his own rich backcloth of experience, patiently and competently advises on these and a host of other problems which are more than likely to beset the sailor and his family on their coastal travels.

Improved Keelboat Performance. By Fox Green. Bodley Head £2.95. 0 370 10318 1. *Paperback* £1.95. 103424.

A boat may sail well, but could be made to sail a great deal better with a little attention to tuning and balance. In *Improved Keelboat Performance*, Mr Fox Green, rear-commodore of the Royal Dorset Yacht Club, explains some of the simple modifications an owner can make to his boat to improve its performance, without recourse to an expensive visit to the boatyard.

After helping the owner to establish that his boat is in sailing trim, Mr Green discusses and advises on the set, shape and drive of sails, setting up the rigging, and ensuring the maximum utilization of wind and breezes. A comprehensive little book filled with practical hints not too technically expressed for that silent majority of sailors whose only wish is to cruise happily and successfully with family and friends.

Candles and crumhorns

The Craft Business by Rosemary Pettit (Pitman Publishing £1.95. 0 273 008625) presents systematically, if briefly, details about the equipment, centres and market for 24 crafts. The central alphabetical unit is flanked by terse sections on business and organizations. It is a pleasingly designed and valuable complement to the present glut of books on individual handicrafts from candles to crumhorns.

Review letter

Sir,—May I respond briefly to Ms Warnock's review (*TES* 23 January 1976) of *Deviance in Classrooms* by Hester, Mellor and myself. Ms Warnock's distinction as a philosopher and teacher is unquestioned; but when she is willing to review a piece of social scientific research evidently not in her field, have not the authors a right to expect her to read and report the book with some care? I will confine myself to four topics on which her review is seriously misleading.

1. Ms Warnock claims that we "take any behaviour which seems to be fairly orderly as rule-governed and any behaviour which is disapproved of as necessarily a breach of a rule". There is a long discussion of this matter on pages 11-14 in which we openly attack some labelling theorists for taking precisely this view which Ms Warnock blandly imputes to us.

2. Ms Warnock writes that "whenever a teacher reprimands a pupil or issues some command such as 'don't interrupt' it is inferred that there *must* be a rule which has been broken". This assertion is quite astonishing in the light of the analysis in chapter three. It is made abundantly clear on page ... that in our view commands and prohibitions of the type quoted are frequently to be regarded as instructions in which, we say, "there is no suggestion that present conduct is rule-breaking".

3. Ms Warnock asserts, "You do not need esoteric knowledge, of rules or anything else, to know what is meant by 'sit down' or 'shut up'". We entirely agree and at no point assert any other view. We suppose that teachers and pupils need *commonsense*, not "esoteric knowledge" to understand these statements. Our task was to explicate what they find so unproblematic.

4. Ms Warnock writes "...the continuous use of the word 'deviant' rather than 'right', 'wrong', 'tolerable' or 'intolerable' all renders the inquiry totally unrealistic". No reader of this would ever guess that a whole chapter is devoted to analysing teachers' reactions to pupil deviance in terms of whether it is perceived as right or wrong (what we call the principle of morality) and tolerable or intolerable (the principle of pragmatism).

DAVID H. HARGREAVES,
Department of Education,
University of Manchester.

Looking at the night sky

The 1976 Yearbook of Astronomy. Edited by Patrick Moore. Sidgwick and Jackson £3.95. 0 283 98241 1. *Paperback* £1.95. 98242 X.

Regular readers will be delighted to discover that Patrick Moore's fifteenth yearbook retains the style and format which made earlier editions a warm favourite with a large number of amateur astronomers, who now look for the pre-Christmas appearance of the yearbook with something of the eager excitement normally reserved for the return of a periodic comet. Such comets frequently disappoint their expectant followers, but there seems little likelihood that the yearbook, in its present form, will ever fail to excite a pleasurable response.

Its success is partly attributable to the convenience of having a practically useful set of star charts and monthly notes combined in a single volume, with articles of a popular nature on topics of astronomical interest. Undoubtedly, however, a larger measure of the success is due to Patrick Moore's own ebullience and to his skilful compilation of articles which are both relevant and meaningful to the amateurs who make up his regular and loyal readership. The list of articles in past volumes gives an impressive indication of the yearbook's range. The first half of the book contains charts which help to make it relatively easy for them to spot the major constellations at any time, on any night of the year—and also detailed monthly notes which, in addition to simply stated observational data for the stars and planets, contain comments of historical and theoretical interest relevant to the sky at that time of the year.

The seven major articles should be reserved for nights when the sky is clouded. This year, they range from W. E. Pennell's immensely helpful guide to improved stellar photography, to David Block's somewhat unusually technical contribution on Black Holes. The remaining articles dealing with Mariner 10 observations, BL Lacertae objects, Titan's atmosphere, Prominence observations by amateurs, and double start observations, cater for an equally wide range of interests.

Readers still at school and drilled in the SI system of units would probably appreciate stronger editorial control over the standardization of units in the various articles; but there is little else which could be suggested as an improvement to this useful and popular annual.

Greenwich Observatory. Edited by Colin Ronan. Times Books 50p.

When the Royal Observatory was first established in the countryside at Greenwich in the reign of Charles the Second it was his royal command that it should be used "to find out the so-much-desired longitude of places for the perfecting of the art of navigation". This first important task and many other investigations of theoretical and practical importance to astronomy have, under a succession of Astronomers Royal, always been characterized by a persistent effort to achieve the highest possible standard of precision. The observatory's well-known thoroughness and reliability in routine research would, even without its succession of brilliant discoveries, have been enough to explain both its world-wide renown and also the pride with which it now celebrates the tercentenary of its foundation.

Greenwich Observatory — 300 years of astronomy contains five major articles giving an outline of the observatory's history, an account of its role in international time-keeping, a description of some of its instruments and a glimpse at some of the new windows which are being opened to give us a wider view of the cosmos. It also contains a full list of the exhibits on display at the National Maritime Museum where the Royal Observatory's anniversary is now being celebrated.

Everyone with an interest in astronomy must be advised to make an effort to visit the splendid collection of items on display at the exhibition; but for those who find it quite impossible to get to Greenwich it may be some recompense to know that this guide offers a description of the exhibits, coloured plates of the more interesting items, and the best available brief survey of the observatory's long and successful history.

Frank Anstis

Astronomy Today. By Fred Hoyle. Heinemann £4.50. 0 435 54426 8.

Sir Fred Hoyle is recognized as one of the world's leading theoretical astronomers. He is also a popularizer of astronomy in the best sense of the term, and has written several previous books for the layman, the last of which appeared in 1955. These earlier books included accounts of new theories, some of which have been proved to be correct, while others have turned out to be wrong—but they all stimulated discussion which was of immense scientific value.

This new book is on rather different lines, since it contains no revolutionary ideas, and is more in the nature of a general survey of astronomy at the present time. The earth and the planets are discussed; there are chapters on the sun and on the minor bodies of the solar system, after which the author turns to stars and star-systems, with the inevitable chapter upon the possibility of life elsewhere in the universe.

As is to be expected, the style is impeccable, and the entire text is comprehensible to the beginner. There are only two valid criticisms. One is that the publishers have made the book appear longer than it really is, because, even on pages devoid of illustrations, they have left blank spaces which are excessive even when design is taken into account. The other is that some of the illustrations are so elementary that they must be classed as padding. For instance, on page seven, there is a full-scale diagram showing how the sun lights up only half of the earth, producing the phenomenon of day and night.

However, these are minor quibbles. The text is fascinating, there is a tremendous amount of useful information, and the photographs are superbly reproduced. In their blurb, the publishers claim that "this work will greatly enhance Sir Fred Hoyle's reputation as one of that very rare band of outstanding scientists who are at the same time highly talented at explaining their subject to the layman". I agree.

Patrick Moore

Dolls and doorstops

Phoebe Latham on handicraft

Adventures in Patchwork. By Dorothea Nield. £1.75. 0 263 05591 4. *Quilting for Today. By Moyra McNeill.* £1.50. 05601 5. *Mills and Boon.*

Like candlewick, patchwork originated as an economy measure, to use up scraps of precious fabric, but today it is a luxury department of needlecraft. Most patchworkers are familiar with the simple diamond hexagon and shell designs; this book encourages the working out of individual patterns and colour combinations and the use of unusual materials. The reader will be inspired to fashion boxes, to adapt a woven or printed pattern to new shapes, to explore mock perspective, to introduce plastic in "purely decorative patchwork in the wall panel category".

For the tyro, printed instructions are not always immediately clear and line drawings would help. Instead there are four pages of colour photography (one facing page 44 is reproduced on page 71 as one of some 30 black-and-white plates), and a dozen or more diagrams of designs on isometric or squared paper.

There are five recommended books, a list of suppliers, and names of some museums and great houses where patchwork is on exhibition. The two-column layout of the text is wasteful, resulting in half-pages and more of white space.

Another newcomer in Mills and Boon's needlecraft series is Moyra McNeill's helpful treatise on quilting.

The author clearly explains (with diagrams) the stitches used, the materials needed, and the stretching and assembly of the different layers of cloth or wadding. Then, with a wealth of photographs, she deals with English quilting, Trapunto (quilting in selected areas only), Italian and shadow quilting, the use of leather, correct finishes.

The rest of the book is devoted to designing: for clothing, accessories, and furnishings for church or home. Inspiration comes from wrought iron, from free doodling, from pebbles, flowers, the contour lines on maps, even from the diagrams of pistons and cog wheels in a car manual.

The sheer technical difficulty of expressing, for instance, a hydrangea head in appliquéd and shadow trapunto, compared with doing the same thing with pencil and brush, or even embroiderer's needle, fills one with admiration, but may raise fundamental questions about suitability of media.

Dolls for Children to Make. By Suzy Ives. Batsford £2.50. 0 7134 2991 7.
The Big Book of Dolls. By Mabs Tyler. Wolfe £5.00. 7234 0459 3.

A doll is a focus for a child's fantasy life, not a detailed miniature replica of a person. How often has a wooden spoon or clothes peg become the object of loving care, the hero of adventure. Understanding this, Miss Ives makes no concession to realism; each of the 24 dolls described in her book is based on the same stumpy, armless, stuffed felt tube, about four inches high and almost as broad, with hair, features, feet, and an ingenious variety of clothes and characters—even including a ballerina and an angel.

The necessary tools and materials are within the scope of most little girls, particularly if there is a home dressmaker at hand as a source of scraps. Diagrams are clear, though not always corresponding to the text.

Far more ambitious and varied, as well as twice the price, is Miss Tyler's *Big Book of Dolls* (successor to her *Big Book of Soft Toys*). After useful introductory hints, the first chapter describes over 20 soft "rag" dolls, with foolproof basic patterns and step-by-step instructions for making up both bodies and garments. There are sections on Wire Dolls, Knitted Dolls, Fairy Tale and Nursery Rhyme Figures. Original dolls are contrived of circles, triangles, rectangles, hexagons. The Nativity scene might well be undertaken by a whole class (someone would surely suggest how to include ox and ass and camel—even sheep).

Splendid colour plates make one long to "have a go". However elementary or advanced the reader's needlecraft, she will find creative satisfaction here.

New and unexciting

Allan Edlund

Creative Craft and Design: (1) Leatherwork. By Kenneth Lyon and Ron Hill. 0 7182 1084 0.
Creative Craft and Design (3) Woodwork. By Edward Storey. 0 7182 1083 2.
Kaye and Ward £2.50 *each.*

The blurb declares that these volumes are the start of "a new and exciting series of books ... which go a step further than most craft books", the newness being the idea of emphasis on how to design as well as how to make. Even allowing for the publisher's eulogy, I found neither book merited the epithet "exciting". Mr Storey has worked more carefully and successfully to the original brief than Messrs Lyon and Hill whereas *Leatherwork* is reminiscent of articles to be found in craft magazines.

In the early chapters of *Woodwork*, Edward Storey discusses the properties and application of materials, jointing techniques, adhesives and finishing processes available to the amateur woodworker. He then shows readers how to tackle simple but effective designing within the limits imposed by materials and techniques. The book concludes with a six-page glossary of appropriate materials and tools.

Kenneth Lyon and Ron Hill show the novice leatherworker how to proceed from basic materials, tools and techniques to making a very simple pattern and on to developing a pattern into a finished article. Further projects include boxes and cases, waistcoats and jerkins. The use of leather in purely decorative work is also demonstrated.

Both books contain many illustrations, both line and photographic, including four pages of coloured plates. However, the general quality of the black and white photographs is poor, the clarity of some rivalling recent photographs of the Loch Ness monster. In *Leatherwork*, the freehand drawn and lettered illustrations have suffered in reduction, making some words and measurements (still in imperial units, incidentally) into illegible blobs.

The books are well bound in hard covers, but they enclose only 80 pages of medium size. Readers seeking new and exciting craftwork books are not likely to consider either of these a "best buy".

Philatelic fascination

Philip Venning

Stanley Gibbons Stamps of the World Catalogue 1976. Stanley Gibbons Publications Ltd £7.00. 0 85259 750 9.
All Colour Book of Stamps. By Kenneth Chapman and Barbara Baker. Octopus Books Ltd £1.50. 0 7064 0345 2.

Whatever happened to Anjuan, Cundinamarca, Hatay, Obock, Patiala, and Temesvar? Or indeed Hoi-Hao, Tuva, and Marienwerder? They are preserved in that Domesday Book of political history and geography, the Stanley Gibbons simplified catalogue ...

The latest issue is not surprisingly rather fatter and more expensive than the first edition in 1934 (at £7.00 the new edition is worth a 6c red 1860 Liberia, or a 100a purple and brown 1876 Iceland). But, come Christmas Day, plenty of young hands will whisk it off upstairs to tot up the sometimes vast notional value of their favourite stamps.

The only pity is that the catalogue does not warn inexperienced enthusiasts sufficiently about what the prices mean, particularly the importance of a stamp's condition and the difference between resale value and the quoted prices.

A natural enough disadvantage is that the 37,000 illustrations are all in black and white, and it has to ignore the much wider and more interesting question of covers, errors and related philatelic material.

By contrast the *All Colour Book of Stamps* is ideal for the newcomer and those whose interest is only secondary to another hobby. It is clear, bright and attractive, and for this reason the Stamp Collecting Promotion Council, 27 John Adam Street, London WC2, are offering one copy free to any school that is interested.

The gift of Prometheus

Frederick Aicken

Fire and Fuels. By R. A. Care. Mills and Boon £2.65. 0 263 05593 0.

Fire and Fuels is aimed at children of 10-13, but it will have appeal to many outside this range. Although it is primarily intended as a background reader it may well serve as a junior text-book especially where a course of integrated studies is followed.

The mythology and early history of the subject are well covered and, with their accounts of Greek "science" and eighteenth-century phlogiston, serve as an introduction to chemistry as a science. The beginnings of physics may be stimulated by the brief outline of energy and internal combustion engines. The extraction of fuels from the earth and the conversion of heat energy into electricity are also included. There are chapters on fire hazards, fire fighting, fire in war and the Great Fire of London. The suggested experiments are useful and there are stimulating allusions to a host of ideas from the Greek conception of elements to entropy. In short, an attractive and valuable book for either the departmental or school library, for pupil or teacher.

From tree to table

Don Caston

Carpentry for Beginners. By Charles Hayward. Evans £3.50. 0 237 44734 7. *How to Start Using Tools. By Charles Graveney. Studio Vista* £1.50. 0 289 705118.

Carpentry for Beginners, whose author has written many books and articles and who was for some years editor of the magazine *Woodworker*, is for the person who wants to make things in wood, whether as a recreation or to begin a career as a craftsman.

This new edition has been completely revised and metricated: Starting with the tool kit a beginner would require and the "dos and dont's" of looking after them, the reader is led carefully through all the ways of handling the tools before being given detailed instructions on making such things as doors, box and drawer making, hinging and lock fitting and basic joints.

Near the end of the book, designs and full instructions are given for making a number of articles including a tray, folding bed table and spice rack.

By contrast *How to Start Using Tools* by Charles Graveney is more for the younger reader, and, as the introduction says, "If you want to try your hand at woodwork you should first know a little about the tools and materials and the best way of using them." This is a well written little book which does what it sets out to do—set the beginner in the right direction. Neither of the two books can be considered as textbooks but will no doubt be well read in the school library.

Developing development studies for the eighties

ANDREW LYCETT on an exhibition which opens this week

"Any child who does not know about development and the process of change is not educated for the seventies and eighties." This statement from Derek Walker, education officer of the Voluntary Committee on Overseas Aid and Development, is strongly reflected in an exhibition on the theme of development studies which opens at the Commonwealth Institute in London today.

Called "Involved in Mankind", the exhibition which will continue until February 27, should do much to counter the myth that Third World or development studies begin and end with the starving children on the Oxfam poster.

The organizer, Aileen McKenzie, Oxfam's South London education officer, has put together a variety of materials and entertainments and the message is that development studies can be stimulating and fun. Teachers are encouraged to bring their classes to the main exhibition and participate in the scheduled performances and demonstration workshops (for which booking is advised).

They can also leave their charges with the qualified staff of the Commonwealth Institute to take part themselves in the three conferences which will coincide with the exhibition.

Two of these conferences—"The World in your Classroom" on February 17 and 18 and a workshop which demonstrates how to draw on the stimulus provided by the homelands of immigrants — emphasize that development studies begin on your own doorstep, perhaps in community work.

As Aileen McKenzie puts it: "If a teacher comes to me and says he wants to do the Third World, I say why don't you do the First World first and understand our problems and why we've got them".

It is then a short step, it is argued, to an understanding that there are practical things which school children can do to assist their fellows in developing countries. The level of design and technical ability in a good secondary school in Britain, for example, approximates to the average in a poor nation. A child here can readily turn his hand to the useful area of intermediate technology.

Oxfam recently drew attention to this by appointing a schools intermediate technology officer and are now sponsoring, among others, a project in which 9 to 11-year-olds in six primary schools in Bath are monitoring aspects of community health in their districts and exchanging this information with children in Bangladesh.

The most arresting example of this genre on show at the Involved in Mankind exhibition is the model of the hovercraft ambulance built by fourth and fifth formers at the Sir George Monoux School, Walthamstow, London E17, for missionary and health work along the banks of Lake Chad, in central Africa.

The craft, Missionnaire Mark One, was constructed in the technical studies department of the school. The model at the Commonwealth Institute is accompanied by a synchronized tape-slide show on the problems the craft is designed to overcome in Chad and which were encountered in its construction. There are also examples of the papyrus canoes that normally ply the waters of Lake Chad.

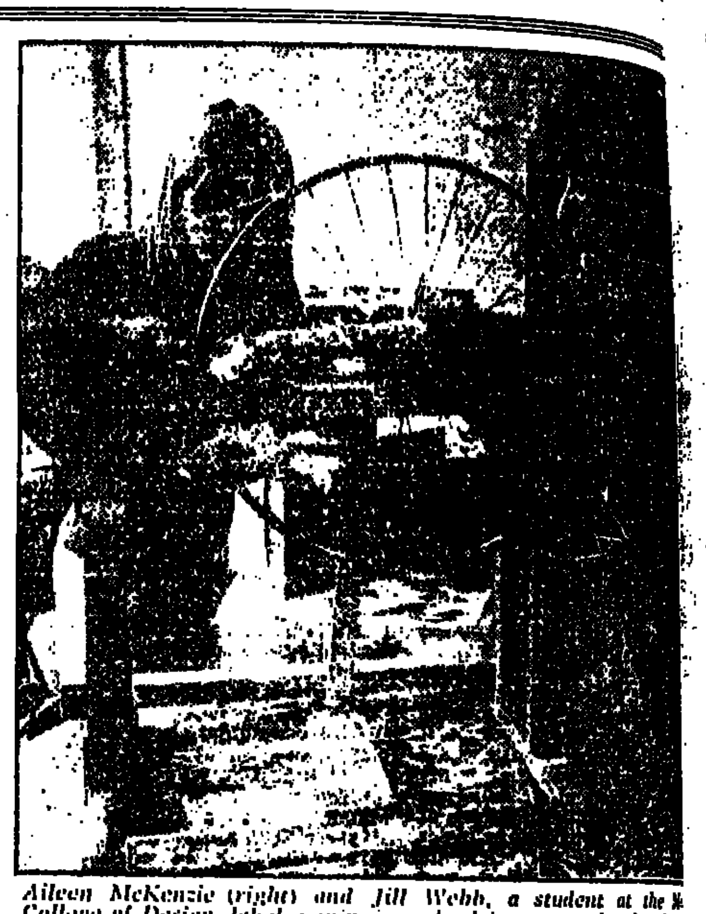
Eventually it is hoped the children most involved in the construction of Missionnaire Mark One will travel to see it launched in Chad.

Other examples of intermediate technology on show include a solar heater for use in West Africa and a pill counter for general service in hard-pressed dispensaries in developing countries. Taking part in schemes like these, says Derek Walker, helps children to understand that "90 per cent of development comes from the resources of developing countries themselves".

It is not just the brighter, more scientific pupils who may interest themselves in development studies. As Heather Stansfield, who runs the One World Centre in Kingston and is organizing "The World in Your Classroom conference", says: "Development studies do not have to be in the curriculum as such. More important are the attitudes and values of the teachers who can bring these subjects into all aspects of education.

"I still hear teachers say they cannot stick development studies on the timetable, as if they were calculus instead of a whole way of life."

Many examples of the multicultural approach to development studies produced by children of all ages are on show at Involved in Mankind. These range from art (Lewisham School's African designs made in a creative needlework class) through domestic science (a school in Weston-super-Mare has tried growing tropical products while many have cooked foreign dishes) to more dynamic activities such as dancing (Indian spectacles put on by the Lanfranc High School, Croydon) and music (Felix Cobbson and his pupils from Stewards Comprehensive School, Harlow, demonstrate their African drumming.)



Aileen McKenzie (right) and Jill Webb, a student at the [illegible] *College of Design, label a spinning wheel in preparation for the* [illegible] *tion at the Commonwealth Institute.*

Drama has a particularly important role in helping children understand the realities of existence in the developing world. At the exhibition there will be both professional performances by groups such as the Drum Arts Centre, which will be putting on Wole Soyinka's play *The Swamp Dwellers* and children's productions, such as the Brycbox Arts Workshop's enactment of life in an Indian village, the crowning piece of a project on India.

Drama can also be used to question the relevance and meaning of development studies itself, as is attempted in the Cockpit Arts Workshop's role-playing simulation of the relationship between First and Third Worlds. The game *Breed or Breathe* has been designed as part of a general studies project for sixth formers and is now available as an ILEA media resources pack.

It looks at a number of world powers of varying influence. Each child represents a country which negotiates with others within a given time span. Even if it fails to solve its problems, bilateral or otherwise, within the time, all participants move on to the next stage of the game.

Other exhibits include a film by six and seven-year-olds at Old Oak Infants' School, West London, about a family in Africa. The children have drawn on cellophane and come up with some real effects.

Individual drawings and essays are not forgotten. The [illegible] grammar school boy who wrote "I don't think we should learn the Third World in school because there is so much in the world other subjects to learn, and anyway our way of life is dictated by intellectual barriers, and no benevolence . . ." will find his essay has been photographed and blown up on the walls of the exhibition.

The intention is also to communicate what the children themselves feel about Third World studies, not just what their teachers think they should feel.

An attitude like this boy's is not uncommon, and does not make the life of a development studies teacher easy. Improved books and materials help. (Involved in Mankind is publishing both a resource list from the exhibition for teachers and a cheap fun and games manual for children.)

Most important though is the communication between the teachers who are interested in the subject. Already some support groups are operating, like the Development Education Centre, at Selly Oak, Birmingham, recently opened by John Grant, MP, Minister of State at the Ministry for Overseas Development.

When Aileen McKenzie is finished at the Commonwealth Institute she says her next project will be setting up such a support group for teachers in her "constituency" of South London. Others are needed.

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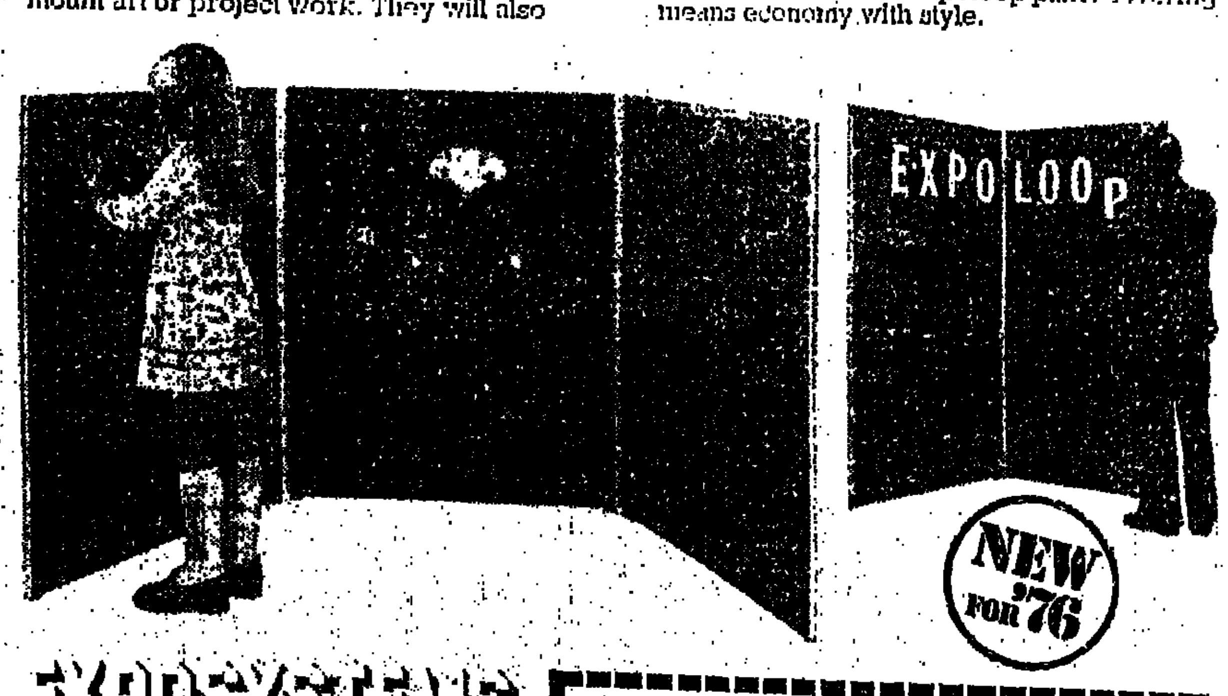

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Consumer groups

A long list of books, teaching aids, leaflets and useful addresses on consumer topics has been compiled by the National Federation of Consumer Groups and is available from them in the form of a 20 page booklet (price £1).

Provided postage is prepaid the federation is also willing to supply background information about its activities to teachers and pupils for use, they say, in consumer education projects. This includes a duplicated information sheet about the work of local consumer groups and the history of the NFCG and a printed synopsis on the achievements of the federation during 1974-75.

The Secretary, National Federation of Consumer Groups, 61 Valentine Road, Birmingham B14 7AJ.

Russian films

A free loan service of [illegible] mentary films (colour and black and white) is now organized by the British Soviet Friendship Society. The films, which come from the USSR, have commentaries in English and are on various aspects of life in the Soviet Union today.

Subjects include a comprehensive tour of Moscow, administration of the social consumption funds, protection of the environment, the role of women in the Soviet Union and life in a circus.

For lists of films, which give the running time and a short synopsis of each film, and for further details of the service, write to:

The Visual Aids Organizer, British Soviet Friendship Society, [illegible] John's Square, London WC1 [illegible]

Videotaped lectures can now be shown on a bigger screen to larger audiences through VideoBeam television. The high reflection screen gives a clear picture 69 inches wide. The equipment can also be linked to computers.

The computer department at the London School of Economics is the first teaching faculty in the United Kingdom to use this system, and they are planning to extend it to the geography department.

The VideoBeam system costs £3,950 and can be obtained from Crown Cassette Communications' appointed dealers or from the firm itself, at 3 [illegible]

End of an experiment, or the beginning of stage two?

ANNA SPROULE on the future of the ILEA's media resources officer scheme

Until recently the training pattern for an intending media resources officer was simplicity itself. He applied to Establishment 2C, County Hall, London, SE1, and indicated that he wanted to join the media training officers training course which the Inner London Education Authority have been steadily building up since the late 1960s.

His personal aim would have been to join the 300-odd officers, trained by the authority, who are already working in London schools, colleges and teachers' centres; his actual work objectives, as the ILEA saw them, were more complicated.

The media resources officer had to make sure that audio-visual aids are used effectively; produce materials for use by teachers and maintain and service audio-visual equipment. He or she must also, it was emphasized, try and develop library resource centres for staff and students and arrange in-service training.

An ILEA memorandum issued last May summed the matter up: "An MRO is an educationist, someone who works with and for the teacher in the creation and utilization of a wide range of new resources, with an aim of enhancing the quality of the educational experience." This is what the 300 already in employment will continue to be. But, as of now, an outsider's chances of being admitted are limited.

End of the boom

The boom years, in fact, are over as far as London's production of media resources officers is concerned. At one point, the pace of training was such that 64 new officers were coming off the production line in one term; but all that has now changed.

Seven years after the scheme's inception, the ILEA have brought their regular training programme to a halt.

The reason behind the decision is not difficult to guess. Cutbacks, plateaux, the screech of brakes being applied . . . it sounds drearily familiar. There is, of course, no reason why the ILEA's learning resources inspectorate should be immune to the effects of the financial permafrost that has gripped local authority departments everywhere. But seven years is a short life for an experiment that depends for its success on a necessarily slow build-up of trained personnel.

Does the decision to check that build-up signify the beginning of the end as far as the whole experiment is concerned? Happily, it seems not. The thing is too deeply rooted, too well-liked by its customers, for that. As one headmistress, Miss E. M. Davies, of Shoreditch Comprehensive says: "Before we had an MRO, money was being wasted. There was an enormous amount of equipment in the schools which was being underused or misused."

Meanwhile, at base, neither Mr Steve Downey, media resource organizer for north of the Thames, nor Mr Ryder the authority's staff inspector for learning resources and the training scheme's originator seem perturbed. They are, for one thing, too busy. The plateau reached by the MRO scheme offers an ideal vantage point for surveying both past achievement and the likely future. Although the opportunity has come a bit too soon, for Mr Ryder's liking, he and his department has lost no time in seizing it.

They are currently studying just how the ILEA's schools are using this new type of professional that has been trained for their benefit.

In this field, there are no clear-cut blacks and whites, but Mr Ryder's own view is that, by and large, London's media resources officers are fulfilling the aims laid down for them. It is certainly difficult to find one who will flatly state that he, like Miss Davies's equipment, is being mis or underused.

If anything, inquiry seems to show that—within two important limits—the opposite is the case. In their own words, school and teachers' centre media resources officers "work very hard indeed", "are overworked", and feel that full use is being made of their presence. True, a school media resources officer often gets roped in to produce tickets for the school play or design posters for the parent-teacher association meeting—but this is sually reckoned to be all in a day's work.

Sooner or later, however, all media resources officers will start talking about either or both of the limits mentioned above.

Time and personality—it is from these two elements that the main difficulties facing London's MROs stem. If anything, those arising from personality are the more intractable. Though, it is personality alone that will tide an MRO over the universally acknowledged difficulties of winning acceptance in a school which has never seen his like before; it is also personality that will continue to lay traps for him all along the line.

By definition, a media resources officer is an innovator, a practical progressive—and, since the profession is a new one, he also tends to be young. Conflicts are inevitable when he and his colleagues come up against a category of fellow professional of whom a 20-year-old A/V technician in training says: "If they get an opinion against a bit of equipment, they don't believe you however much you say how reliable it is. They would rather take the word of someone who has just had one experience of it."

"It's hard for teachers like this to understand", adds a school-based MRO who prefers to remain anonymous. "They can handle things like chalk and talk; but, when machinery comes into it, they shy away. They don't use it, so they don't understand it."

Underuse

And the result, in this man's school, is that "I am used less than I would wish by everyone, although the ones who do want to improve the system use me enough." After two years on the staff, he is collaborating with only three of the school's departments in producing learning materials.

Of course, establishing working relationships of this type takes time as well as goodwill. Given more time, even diehards could probably be won over. Given more time, both the quantity and the quality of the media resources officers' work could be brought nearer to what they themselves would wish. "I'd like to make more software for specific teaching purposes; but, haven't the time", is a common complaint.

Mr Alan Whale, MRO at St Michael's RC Secondary School, Bermondsey, calculates that only one-quarter to one-third of his time is spent creating materials for school use. "I think it ought to be at least half", he says. "It's the most important part of the job." But there is a snag.

The trouble that the staff have no time for really sitting down and preparing a programme for him to put into practice. They get free periods but they are taken up with covering other people's classes. It's a problem that exists in most schools. No answer to this, maybe; but the more specific difficulty of the MRO's own heavy workload is easier to handle.

Technical assistance

Mr Whale is unusual in that he does not feel the need of a technician assistant; but, St Michael's is a small school. Most MROs would jump at the chance of having someone to deal with the time-consuming chores of recording programmes, checking over equipment, or chasing up a tape that has gone missing somewhere in the humanities and liberal studies department.

"The more you can delegate the more routine tasks, the more you can use your own skills to good advantage", says Mr Roderick Gill, the MRO at Lambeth Teachers' Centre.

"In situations, where MROs do have technicians and administrative assistants", he goes on, "it's obvious that they can operate more successfully." And he has found this out in a dramatic way. He acquired an assistant halfway through the term; within four days of the assistant's arrival, members of staff were asking whether he would now have time to help them prepare software.

Is the A/V technician, then, the answer to the MRO's worries about the level of their work? On the face of it, the answer is yes. The schools want them; they can, under the ILEA's alternative use of resources scheme, afford to pay for one themselves (to date, no less than 90 London secondary schools have done this); and the ILEA look after supply.

Mr Ryder is the first to acknowledge the need—"It would possibly be nice if we could increase the technician output to 35 a year"—but adds that he has got to be a realist in relation to "what is possible financially." The ILEA's technician training is not going to be cut back—but the current production target of 16 to 20 trained technicians a year is, he feels, as much as the authority can sustain.

It is clear that A/V technicians, despite the demand for them, are going to stay relatively thin on the ground for several years. But characteristically he and his team have already discovered another possible candidate which could make all the difference.

"I could do with a technician, but it's not essential; it's really a case of having another pair of competent hands", says the MRO at Gordon Teachers' Centre, Miss Linda Urwin.

The potential of the helper, clerical assistant or non-teacher, Mr Brian Bowell, of Sherbrooke Teachers' Centre goes on, has been underrealized, Mr Ryder agrees. "I believe that they have a very important contribution to make in terms of recording programmes, setting up equipment, smoothing the way for the whole business."

In several schools, this is already happening. The ILEA have run a few courses in this field for primary school helpers and Mr Ryder is now hoping to get these going on a regular basis. The aim is not to turn out A/V technicions by the back door, but simply to add to the storehouse of A/V and know-how that a school possesses. As Mr Ryder says: "The more people who are competent in this field, the better."

It could be said that stage one of the experiment formally ended this year, with the closure of the regular course. It looks, however, as though plans for a stage two—with a decided emphasis on support facilities and the barefoot doctor idea—are speedily gaining definition, forced into growth by economic reality.

JAN ISSUE

ADAM FERGUSSON
Oil Change in Scotland

NORMAN MOSS
British Arms for Sale

PETER WADDELL
Television's Pioneer

TONY ALDOUS
Protecting the Lake District

DES WILSON
Prison before Trial

The Illustrated LONDON NEWS
BRITAIN'S LEADING MONTHLY MAGAZINE

Sound effects and folktales

by Diana Bird

EMI Children's Tape Club series. EMI Records Ltd, EMI House, 20 Manchester Square, London W1A 1ES. £2.15 each.

The telling of stories to children is an art in which few people, including teachers, excel. One of the aims of this series is to recapture some of the excitement and drama of storytelling by the use of techniques usually associated with radio, television and the cinema.

In their introduction to this large series the manufacturers claim that, in this age of television, traditional tales told in the traditional manner have lost much of their appeal to boys and girls brought up on Basil Brush, Dougal and Dr Who. A different approach is sometimes demanded in order to recapture the child's interest. With this in mind, the EMI Children's Tape Club have included two tapes which depart radically from traditional storytelling.

The first is *Jasper—Magic, Monsters and Mystery*. Jasper is a boy of the space age, a super-boy capable of accomplishing impossible feats, such as saving the world's music from distortion, preventing the gold of Fort Knox being turned into porridge and solving the mystery of the Loch Ness Monster. Jasper's adventures are accompanied by six pop songs specially written for the tape and stereo sound effects, and the whole is presented in dramatic form. The tape is suitable for four to six year olds.

The second tape, *How St George Killed the Dragon*, is based on the medieval mummers' plays which were once performed by strolling players throughout England. These ancient plays have been adapted by Kenneth Allen who has taken some of the more exciting episodes and knitted them together in order to capture the enjoyment felt by village audiences of old. Music, sound effects and stirring dialogue bring to life the stories of good and evil knights warring against each other. (Suitable for the over sevens.)

The other three tapes are for older children and follow more traditional lines. The first, *Moby Dick, Midshipman Easy, The Phantom Ship*, is designed for boys and girls with a love of the sea and brings to life episodes from the tales of Herman Melville and Captain Marryat. The tale of *Moby Dick* is told by Joss Ackland with appropriate music and sound effects (even the movement of the ship's timbers can be heard) and the vivid description from the tales of Captain Marryat is accompanied by the creak of the yardarm, the rattle of chains, shouts of sailors and officers' commands.

Giants, Gods, Gold and Greeks consists of four dramatized stories from the ancient world. The stories are of Perseus and the Medusa, King Midas, Odysseus and the one-eyed giant, and Theseus and the Minotaur. There is music, sound effects and drama by a strong cast.

Finally there is a tape for very young children (three to six years). Called *Tales Around the World*, these were collected and retold by Leila Berg and are now told by Ronnie Stevens. There are tales from Mexico, Africa, Scandinavia, England, the West Indies, Haiti and India, and each is preceded by appropriate music.

There are many other tapes in this series and full details may be obtained from EMI Records. Each tape runs for about one hour and most programmes are available as cassettes, cartridges or records. The quality of the reproduction on the five tapes received was excellent in spite of the fact that they were played on a rather old, inexpensive recorder.

This series should prove a valuable addition to repertoire of recordings now being built up by many schools. It will provide education with enjoyment for children of a wide age group and give teachers a solid foundation upon which to build other teaching projects. The tapes can also be used at home as a change from reading, or as bedside listening.

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BARBARA RIGBY reviews reading and language development materials

Phonic programme

English Colour Code Programmed Reading Course. David Moseley. Publisher: Senlac Systems (E & E) Ltd, 60 Great Holland Road, London W14.

It is sometimes worthwhile to review material long after the original publication date. In this way an artificial review can be replaced by a more realistic one based on experience. An opportunity to do this with the *English Colour Code Course* arises because some of the cassettes have been rerecorded.

This programme was first introduced into our schools several years ago after extensive trials. It is apparently designed mainly for remedial children, both junior and secondary. However it might also be useful for some adult non-readers.

For those not familiar with the kit, it includes 30 prerecorded, 50 reusable work cards (they wipe clean after use, with a water-based ink pen), manual, progress record cards all packed in a strong executive carrying case. Requirements for a group of children will cost almost £85.00 (VAT and post included). So it is a major investment.

The course has a strong phonic basis and the name derives from the use, on the cards, of a colour representing each vowel grapheme. Fifteen colours are used, some of which are a little obscure, for instance, plum, lilac, purple.

The first 10 cards concentrate on visual and auditory discrimination and blending. With the help of the taped instructions children and adults with very low reading ages can use them. The next 30 cards progress through specific spelling patterns and rules, and the remaining 10 abandon the colour cues and concentrate on reading for meaning.

Some children have found the system useful provided each work session was limited to 15 minutes. Beyond this the activities and the tapes can get very boring.

It is very difficult to produce material for a wide age range and inevitably the content of the stories and rhymes varies both in quality and interest. Nevertheless the *English Colour Code Programme* could be effective with children who enjoy working independently. Like all reading programmes it is not intended to be used in isolation but as part of a total approach to a difficult problem.

Since it is so expensive it is essential to look at and listen to this material in order to establish whether or not it is suitable for your particular requirements.

Chatter, please!

Play and Say. By Roger Gurney. E. J. Arnold. £10.00.

Sadly, many children are entering school with poor language experience. They find it hard to name familiar objects, and some places, like farms, are unknown worlds to them.

The games in the *Play and Say* pack, part of Arnold's *Work with Language* scheme, could help young children to extend their vocabularies and to use language. The pack consists of three sets of cards illustrated by black-and-white line drawings. Set A aims to develop conceptual thinking through memory games, using cards depicting people and objects in categories such as food, furniture, transport, jobs and animals.

Set B emphasizes the recognition of objects in a situation, such as at the shops, at the doctor's and at the funfair. Each large picture card has an accompanying set of small cards. The children study a large, often rather fussy, picture and are given small pictures of objects from the large card which they must then relate verbally to the large picture.

Set C has stories told in pictures to develop ideas of logical sequence in story-telling. Children are given a set of small pictures to arrange in the order shown on the accompanying large cards.

These language development cards would seem most suitable for use with primary children or possibly with older immigrant children, for, although the accompanying teacher's leaflet suggests that the series be used with secondary-age children, they would find many of the illustrations of young children unacceptable.

The pack would be useful to the teacher as basic material for starting a language programme, but nothing in *Play and Say* is especially unusual and there is a great deal more lively and stylish material on the market, such as *Concept 7-9* kits and ILEA language packs.

Above from a workcard on "The Teachers". Below: the caretaker and secretary.

Characterful workcards

by Diana Bird

Startercards—People in School. By Alpha Education. Published by Macmillan Education Ltd, Houndsmills, Basingstoke, Hampshire. Price £1.40.

The *Startercards* consist of a set of eight cards folded into two sheets (8½in × 7½in) dealing with aspects of school life. Each card consists of a front outer cover illustrating its subject. Inside are two "pages" of illustrations; some strip cartoons and some photographs with captions. The back cover has further illustrations of many of the characters, together with simple projects for the children.

Card 1 is called "People in School". The front cover shows the school staff: headmistress, teachers, caretakers and cleaners, and some children. Inside are six illustrations of school activities, including a teacher talking to a group of children, children playing in the gymnasium, and the cook and dinner ladies preparing lunch.

The back cover asks the child to draw a picture of each person who works in the school and to write their name; to find out what time each of these people comes to work and what time they go home; and to paint a picture of the school. Every card lists similar projects relating to its subject.

Card 2, for example, asks the child to "pretend to be the head teacher for one day and write about what you would do", while card 3 calls for "a list of all the jobs done by your welfare assistant". These suggested projects could be extended by the teacher who wishes to introduce, perhaps, Plasticene or cardboard models.

While cards one to seven describe aspects of school life, the final card gives a list of the words used throughout the project, arranged in alphabetical order and printed in bold type. These help the children with new words and spelling.

There are various versions of this type of learning aid on the market and no doubt many schools already have similar cards. Nevertheless teachers may feel the need for additional sets and these cards compare favourably with those already in use.

Many projects entail work outside the school, often without supervision and are therefore only suitable for older children. These cards enable children of around six or seven years of age to practice projects without leaving the school premises.

Healthy, wealthy . .

by Di Griffin

Good Health: an integrated c[ourse] for nine to 13-year-olds. Unit [2] Our Safety. By B. G. Jolly and [ ] Goodsell. Collins £6.75.

Our Safety is part two of four [units] —*Our Bodies, Our Safety, [Our] Families, Our Lives.* The [units] make up a complete course, [but] each unit is self-contained and [can] be used independently. The [ ] themes cover basic courses r[elating] to the title. *Our Safety* looks a[t] different aspects: danger all ar[ound] (warnings, environmental da[ngers,] organizations); safety on the r[oad] (statistics, publicity, road s[afety]); safety in the home (dangers ind[oors,] emergency services, dangers in [the] garden); first aid (common inju[ries,] people who are trained, surv[ival] treatments); danger out and a[bout] (country code, electric power [ ] mountain safety, giving directi[ons]); disasters (tropical storms, fa[mine,] floods, earthquakes, pollu[tion,] relief organisations).

The information is given on [lami]nated cards, with a glossary [ ] for each topic and cards for [ ] study. There are 28 cards incl[uding] a final test of 50 questions. [The] cards are colourful, well illus[trated] and easy to handle. Ten work[books] are provided with each kit. [The] workbooks are not in colour, [but] reasonably clearly set out. Mo[st of] the work is of the question [and] answer type with all the neces[sary] information available from [the] cards. Each page states cl[early] where to find the informa[tion.] There are a few graphs and qu[izzes] with emphasis on the key wo[rds] used on the glossary cards.

The kit is quite pleasant to l[ook] at, easy to use, but at £6.75 a[nd] a rather expensive comprehe[nsion] exercise which is not particul[arly] stimulating.

A village store, 1867, from a w[ork] card in a new pack on "Shopping" produced by Educational Produ[ctions] Ltd. The pack will be review[ed] shortly on these pages.

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Letter

Sir,—Paul McGee, in his review of the Revisette O level mathematics revision course (January 9) made some apparently factual statements and implications that I claim to be completely untrue. As author of the course, I wish to correct a significant proportion of that review. It should be borne in mind that the course consists of a booklet of notes (not a textbook) coupled with a cassette commentary.

Review: . . . "too many answers are given as numbers rather than as numbers with units or, even better, complete sentences."

Course: Every answer to which units of mass, length or time apply is given as a complete sentence in the commentary and the units are stated both in the commentary and in the booklet.

Review: . . . "total absence of the conventional signs which show whether a statement follows from what has gone before or is true for some other reason."

Course: The necessary logical connections are explained fully in the commentary.

Review: "Poor explanations are given for rejecting unwanted roots of quadratics and the only reason given in detail is wrong."

Course: Since the review appeared, a careful check has established that the reasons given in all [ ] such cases are correct. Teach[ers] who already possess copies of [the] course are referred to exampl[es] 35, 36, 65 and 73.

Review: "Also surely O level ca[n]didates mention that $(x - 3)^2$ [ ] has the answer x = 3 twice [and] give some statement abo[ut] incident roots."

Course: The commentary says: "[It] may happen, as in example [ ] that the quadratic is a perfect square. In that case, the two [solu]tions are coincident, having th[e] value 3."

Dr F. R. WALLIS,
Proprietor,
Revisette Productions,
17 Ludgate Avenue, Kidderminster,
Worcs.

Paul McGee writes:

Dr Wallis and I disagree on tw[o] fundamental points. I believe th[at] students revising for O level Mathe[matics] should see (not just hear) worked examples presented in [a] style that will gain them good marks in the examination. I also believe that reasons given should aid the student's understanding and not take it for granted. For these, and the other reasons given in the review, I am unable to recommend the material.

Winsor and Newton have introduced an all-purpose pocket paintbrush in a metal case which is ideal for outdoor painting or carrying in the satchel or pocket. It has man-made-fibre bristles and is available in small, medium and large sizes, roughly corresponding to paintbrush sizes 3, 5 and 8, cost about 35p. *Winsor and Newton Ltd, Wealdstone, Harrow, Middx.*

A kind of release

A poster used in the campaign against the government's policy of a compulsory second day's attendance for all 16 and 17 year olds.

Owen Watkins on the function and achievement of Holland's controversial social education centres

Since 1957 there have developed in the Netherlands unique educational centres for unskilled young workers who are receiving no other form of education or training. They are known as "vormingsinstituten" or "vormingscentra". Attendance was voluntary until 1971, since when provision has been progressively extended, so that as from August 1 last year all young men and women aged 15 and 16 were required to attend for two days a week.

There is no English equivalent of the term "vormingsinstitut", which literally means "educational institute"; perhaps the most informative rendering would be "social education centre". An official publication describes the purpose of the centres as being "to help young people to acquire self-knowledge in their contact with older people and with their contemporaries, and to learn how to be themselves; they try to prepare them to take responsibility in work, home and society, to assimilate and benefit from their experiences in new surroundings, and to learn to distinguish what is important and what is not. The programme, the group and the interplay of personalities combine to create a situation in which the participants educate themselves."

There are at present about 200 vormingscentra attended by some 40,000 students. The main emphasis is less on the acquisition of knowledge than on the development of the whole personality through a multilateral approach, in which discussion is the most important medium.

The Ministry of Education and Sciences lay down few basic requirements for the curriculum of the centres, the most important of which are that they must not give any vocational training or prepare students for any nationally recognized qualifications. Centres, therefore, develop their own programmes, which, however, tend to follow a common pattern fairly closely. This programme at an Amersfoort centre is fairly typical:

Morning spent in base groups with tutor:

09.00-09.50: Informal discussion based mainly on work conditions and recent personal experiences.

09.50-10.40: Activity such as cooking, craft, sports, etc.

10.40-11.10: Coffee break, with opportunity for individual consultation with tutor.

11.10-12.00: Theme or subject hour: study of a social topic.

12.00-13.00: Lunch. Some students go home. Further opportunity for counselling. Afternoon spent in mixed groupings for choices of activities.

13.00-14.30: Courses directed at learning skills, such as typing, woodwork, sewing, English.

14.30-15.00: Break.

15.00-16.00: Recreational activities.

Perhaps the most significant feature of the curriculum is participation, and indeed students may be referred to as "participants" and the tutors as "leaders". There is emphasis on group experience with the aim of creating, in the words of one director, "safety, groupness, oneness" as a first priority, so that the members of the group learn to trust one another and their tutor and to talk freely about their feelings.

Basic tutor groups normally consist of between 14 and 16 members, and for students from small firms this may be the only place where they can talk freely among their peers. There is a strong work bias in many areas of the curriculum—in discussion, role-play, themes for study, creative expression, and organized visits.

A fundamental problem arises from the fact that students' ideas of learning are most likely to be of memorising from a book and trying to get diplomas in examinations: they feel that nothing else can count as education. One task of the vormingscentrum is to help them see that there are other forms of learning, and this can be attempted through the teaching of particular skills in which the students become clearly aware of their own progress, or produce a finished article.

Practical subjects such as cookery, typing and woodwork are useful here, and so is basic English, which is valued as the medium of pop. The centres are lavishly equipped with resources of all kinds—except libraries—and particularly for sporting and craft activities.

The Government are anxious to extend provision as rapidly as possible during their term of office as part of a policy of creating the maximum educational opportunities for all up to the age of 18. While vormingswerk staff seem to accept the policy itself, they are concerned at having to cope with it before they feel properly ready. They find that sustaining students' interest for two days is more than twice as difficult as coping with one day; it is hard to ring further changes on the carefully devised activities and procedures.

Also the 15 year olds, who have been coming for two days during the past year, resent the loss of pay, and the unions, with some justification, fear increased unemployment, since employers are reluctant to engage workers who can only work for three days a week. In the coming year some £6m is being offered by the Government to compensate them for this. Recently there have been moves by students to boycott the second day.

The Ministry are promoting experimental schemes of cooperation between vormingscentra and the day-release centres for trade training, in the hope that a new form of "participatory" education will come into being. This, however, is likely to be difficult because of the vast differences in the attitudes of the teachers concerned towards learning, relations with students, relations with employers, and the teacher's role in general.

The vormingscentra are also much smaller and less numerous and fear that their distinctive approach to education will be swamped. It is, in fact, likely that the smallness of the centres (most of which take only about 300 students in the course of a week) is one of the most important factors in creating a sense of identity among staff and students.

As far as the staff are concerned, the most striking features are their youth and their high degree of commitment to the work—although this commitment runs alongside a disturbingly high rate of staff turnover. Staff come from varied backgrounds: no specific qualifications are essential, but in-service training is provided for people appointed without a teaching or social work diploma.

A 40-hour working week is officially divided between 18 hours of student contact and 22 hours for the teacher's wider concerns—evaluation in particular is taken very seriously, and sessions are regularly allocated to it. In some centres there is a high degree of staff participation in all aspects of the functioning: administration and finance, staff development, the interviewing and appointment of new staff, and even the appointment of the board of management.

Vormingscentra have been widely suspect in some Dutch educational quarters, partly because of a general belief that most of the teachers have a political commitment to the left. In the sense of commitment to specific political groups this was probably more true of the past than it is today; there is certainly some evidence of "moderate" political sympathies combined with a strong concern for workers' rights. Teachers themselves tend to emphasize that their sympathies are more a product of their experience of this kind of teaching than of any prior commitment.

In Britain the nearest equivalents to the centres are found in aspects of liberal studies in further education and in a few community education projects. It is interesting that vormingswerk staff rely much more on techniques of group discussion, role play, and an understanding of the processes of group dynamics; the teacher has a less didactic role than in liberal studies and the whole approach is more thoroughly student-centred.

In the Dutch system, too, the students have the advantage of spending a whole day in a purpose-built environment. The vormingscentrum could in fact be regarded as the Dutch realization of the county college.

Whatever the limitations of vormingswerk at present, what most impresses a British educationist is that the Dutch have for many years had a clear policy for the less able members of the 15-plus age group, which is being implemented with determination and thoroughness.

Owen Watkins teaches at the University of Leicester School of Education.

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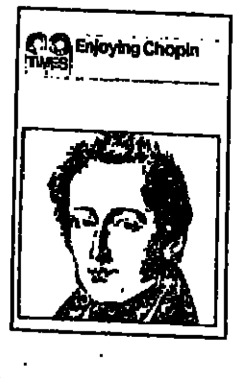

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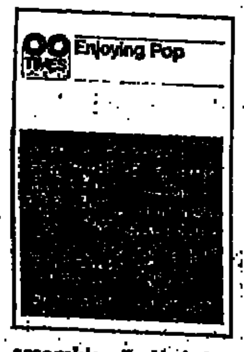

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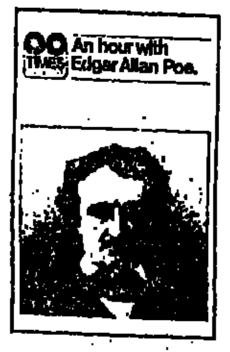

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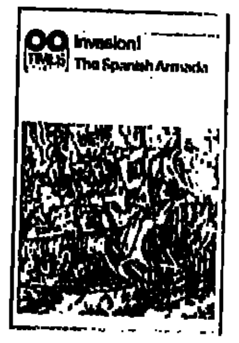

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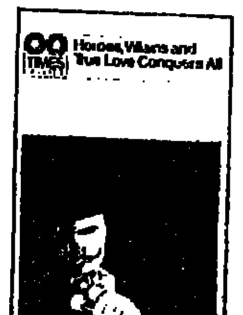

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Nursery Education

BIRMINGHAM

NATIONAL CHILDREN'S HOME

LADYWOOD FAMILY CENTRE
Ladywood

We have an immediate vacancy for a Nursery School TEACHER in this Family Centre for 74 children aged up to 5 years with social, emotional or physical handicaps.

Applicants should be trained nursery school teachers with relevant qualifications and/or experience in work with handicapped children.

Salary according to the Burnham Scale.

The National Children's Home is a Methodist foundation and applicants should be committed to the Christian way of life.

Application forms and further particulars from the Education Secretary (Dept. TES), National Children's Home, 85 Highbury Park, London N5 1UD.

HAMPSHIRE

SOUTHAMPTON AREA

THE AVENUE NURSERY SCHOOL

6 Archers Road, Southampton

Required for May, 1976, a qualified and experienced Nursery TEACHER to be Teacher-in-Charge of this nursery which will from September accommodate the equivalent of 30 full-time children. Scale 2 post.

Letters of application, giving curriculum vitae and the names and addresses of two educational referees, to the Area Education Officer, Southampton Area Education Office, Arundel Towers North, Portland Terrace, Southampton SO9 4XE, by 13th February, 1976.

Assistance with removal expenses in approved cases.

NEWHAM
(London Borough of)
Required Easter 1976:
"Unattached" Nursery trained and/or experienced nursery TEACHERS, Scale 2.

Burnham Scale, plus London Allowance £351.

Application forms may be obtained from the undersigned and should be returned as soon as possible
J. S. Wilkie, M.A., Ph.D., Director of Education, Education Offices, Broadway, Stratford, E15 4BH.

NEWHAM
(London Borough of)
Required Easter 1976 or earlier if possible
Nursery trained and/or experienced nursery TEACHERS—Scale 1.

Burnham Scale, plus London Allowance £351.

Application forms may be obtained from the undersigned and should be returned as soon as possible.

J. S. Wilkie M.A. Ph.D., Director of Education, Education Offices, Broadway, Stratford E15 4BH.

OXFORDSHIRE

BARTLEMAS NURSERY SCHOOL
269 Cowley Road, Oxford
(Roll 40)

ASSISTANT TEACHER, Scale 1.
Applications are invited for nursery trained TEACHERS for the above post which is vacant from the beginning of the Summer term. N.N.E.B. students are trained in the school.

Application forms and further particulars of the post are obtainable from the Head Teacher, Miss M. L. Macdonald, at the above address, and should be returned to her two weeks after the appearance of this advertisement. (Stamped addressed envelope, please.)

REDBRIDGE
(London Borough of)
UPHALL PRIMARY SCHOOL
Uphall Road, Ilford IG1 2JD

Scale 2, required for Summer Term, 1976, experienced TEACHER for Nursery Classes with responsibility for admissions and transfers to Infant Classes. Outer London Allowance payable.

Application forms available from and returnable to J. E. Fordham, B.A., Chief Education Officer, Lynton House, 255/259 High Road, Ilford, IG1 1NN by 23rd February, 1976.

SUTTON COLDFIELD

NATIONAL CHILDREN'S HOME

SUTTON COLDFIELD

PRINCESS ALICE NURSERY SCHOOL

Required for Easter 1976 an additional TEACHER for this non-resident, Direct Grant Nursery School for 60 children aged 3 to 5 years, attached to a Children's Home.

The service is fully recognised and pensionable under the Teachers' Superannuation Act, Burnham Scale.

The National Children's Home is a Methodist foundation and applicants should be committed to the Christian way of life.

Application forms and further particulars from the Education Secretary (Dept. T.E.S.), National Children's Home, 85 Highbury Park, London N5 1UD.

WALTHAM FOREST
(London Borough of)
APPOINTMENT OF EDUCATIONAL VISITOR

It is proposed to appoint an Educational Visitor for work with pre-school Children from April 1976, or as soon as possible thereafter to join an existing team.

The main task of the Educational Visitor is to foster the partnership between home and School in all its aspects and to help parents understand the aims of education. The work involves visiting pre-school children in their own homes to extend their experience through play, books, etc. in co-operation with their parents. In this way it is hoped that parents will gain an insight into how children learn, and an understanding of a child's life at school. Contact with neighbourhood pre-school groups will be important. The person appointed may ultimately be based in a Nursery Unit and will play an important part in assisting staff to appreciate the nature of the complementary learning of the child outside school.

Applicants should preferably be qualified Nursery School teachers with good teaching experience.

Applications will also be welcomed from Teachers with relative experience in other fields of education.

Experience of voluntary community work or social work, whilst not essential, may be an advantage.

Salary will be in accordance with Burnham Scale 2.

Application forms and further details (enclose stamped addressed envelope) obtainable from and returnable to Chief Education Officer, Municipal Offices, High Road, Leyton, London E10 5QJ.

Closing date 20th February, 1976.

Primary Education

Headships

BUCKINGHAMSHIRE
AYLESBURY VALE DIVISION
MARSH GIBBON C. of E. (C) FIRST SCHOOL

Applications are invited for the HEADSHIP of this school from 1 September, 1976. Roll 87 boys and girls, aged five to nine; new buildings. House available. Group 2 headship salary payable.

Removal expenses up to £150 payable in approved cases.

Application form (stamped addressed envelope) from Divisional Education Officer, Exchange Street, Aylesbury HP20 1UH. Closing date 21 February.

DEVON
ASHLEIGH ROAD VOLUNTARY (CONTROLLED) JUNIOR AND INFANTS SCHOOL
Barnstaple
(Group 5)

HEAD TEACHER required September, 1976, for this newly designated Church Controlled Junior and Infants School, to be accommodated in present County Junior School premises.

Further details and application forms (stamped addressed envelope) obtainable from the Area Education Officer, Victoria Chambers, High Street, Barnstaple. Returnable as soon as possible.

DEVON
OKEHAMPTON PRIMARY SCHOOL
North Street, Okehampton
Devon
(Group 6: Number on roll 395)

Applications are invited from suitably qualified and experienced TEACHERS for appointment as HEAD TEACHER of this mixed primary school, Group 6 (September 1976 appointment).

Application forms and further details (stamped addressed envelope) from Area Education Officer, Civic Centre, Plymouth, returnable to him within 14 days.

DORSET
HOLY TRINITY C.E. (CONTROLLED) JUNIOR SCHOOL
Cross Road, Weymouth
(Group 5: roll 290)

HEAD TEACHER required from September, 1976.

Assistance with removal and legal expenses.

For application form (to be returned by 23rd February) and further details send foolscap stamped addressed envelope to the Staffing Officer, Education Department, County Hall, Dorchester, Dorset DT1 1XJ.

DORSET
SHAFTESBURY C.E. (CONTROLLED) PRIMARY SCHOOL
Mampitts Road, Shaftesbury
Group 5

HEADTEACHER required from September 1976.

Assistance with removal and legal expenses.

For application form (to be returned not later than 26 February) and further details send foolscap stamped addressed envelope to the Staffing Officer, Education Department, County Hall, Dorchester, Dorset DT1 1XJ.

DORSET
WINFRITH NEWBURGH C.E. (CONTROLLED) PRIMARY SCHOOL
School Lane, Winfrith
Group 1

HEADTEACHER required from September 1976.

Assistance with removal and legal expenses.

For application form (to be returned not later than 27 February) send foolscap stamped addressed envelope to the Staffing Officer, Education Department, County Hall, Dorchester, Dorset DT1 1XJ.

ESSEX
CENTRAL ESSEX AREA
FORD END C. OF E. PRIMARY SCHOOL
Ford End, Chelmsford CM3 1LQ
(Roll: 81)
Group 2

Required, HEAD for this school from the beginning of the Autumn Term, 1976, or earlier if possible.

Generous grants for removal, lodging and disturbance expenses are payable in approved cases.

Closing date: 20th February, 1976.

Application forms and further details may be obtained from the County Education Officer, Box 47, Threadneedle House, Market Road, Chelmsford.

ESSEX
NORTH-EAST ESSEX AREA
HAMFORD COUNTY PRIMARY SCHOOL
Elm Tree Avenue,
Frinton on Sea, Essex
(Roll: 277)
Group 5

Required: HEAD for this Junior Mixed and Infants School, from the beginning of the Autumn Term 1976 or earlier if possible.

Generous grants for removal, lodging and disturbance expenses are payable in approved cases.

Closing Date: 20 February 1976.

Application form and further details may be obtained from the County Education Officer, P.O. Box 47, Threadneedle House, Market Road, Chelmsford.

HARINGEY
(London Borough of)
Required for September, 1976.
STROUD GREEN JUNIOR SCHOOL
Woodstock Road, N.4
HEAD TEACHER, Burnham Scale 5.

The vacancy arises due to the retirement of the present Head Teacher. The school has been designated one of social priority and an additional allowance of £301/£276 per annum is payable.

London Allowance £351 payable.

Removal expenses—100 per cent allowed.

Application forms (stamped addressed envelope) may be obtained from the Chief Education Officer, Education Offices, Somerset Road, N.17, to whom the forms should be returned by 27th February, 1976.

HAVERING
(London Borough of)
EDUCATION DEPARTMENT
GOBIONS JUNIOR SCHOOL
(Roll 530)
Havering Road North
Romford RM1 4JS
Required Summer Term, 1976
HEAD TEACHER for this Group 6, three-form entry Junior mixed school.

There is a scheme for removal expenses.

Application forms and further details (stamped addressed envelope) available from the Director of Educational Services, Mercury House, Mercury Gardens, Romford RM1 3DR, to be returned by Monday, February 16, 1976.

HERTFORDSHIRE
THE RYDE J.M.I. SCHOOL
Pleasant Rise, Hatfield
Group 4 plus fringe allowance

Applications invited for the post of HEAD of this 1-form entry school, which opened in 1972 to meet the needs of a residential area.

Application forms and further details from the Divisional Education Officer, 9 Gilmesens Road, Welwyn Garden City, to be returned within 10 days of this advertisement.

KENT
COUNTY COUNCIL
EDUCATION COMMITTEE

APPOINTMENT OF HEAD TEACHER
EASTRY C. OF E. (CONTROLLED) PRIMARY SCHOOL
(Group 5)
(Roll: 269)

Appointment to take effect from September 1st, 1976.

Application forms from Divisional Education Officer, Cambridge Terrace, Dover CT16 1JT, to whom they should be returned by February 27th, 1976.

MEDWAY DIVISION

APPOINTMENT OF HEAD TEACHER
STROOD, THE BLIGH COUNTY PRIMARY JUNIOR SCHOOL
(Group 6, Roll 384)

Appointment to take effect from 27th April 1976.

Application forms and further particulars from the Divisional Education Officer, Fort Pitt House, Rochester ME1 1DU to whom they should be returned by 20th February 1976.

DARTFORD DIVISION

APPOINTMENT OF HEAD TEACHER
DARTFORD OAKFIELD COUNTY PRIMARY JUNIOR SCHOOL
(Group 6 Roll 400)

Appointment to take effect from 1st September 1976 (or as soon as possible).

Application forms and further particulars from the Divisional Education Officer, Essex Road, Dartford DA1 2AZ to whom they should be returned by 20th February 1976.

ilea
Inner London Education Authority

For teaching posts in Inner London

see page 71

Classified Advertisements

The charge for advertising in all classifications is 60p per line (minimum 3 lines).

Display in classified advertisements £3.48 per single column cm (minimum space 9.5 cm double column at £66.12).

A charge of 50p is made for Box Number facilities.

Advertisements published in the Scottish edition only will be subject to a 25 per cent discount on the above rates.

Advertisements received by Monday will be published in the following Friday's issue subject to availability of space.

Copy should be sent to:—

The Advertisement Manager,
The Times Educational Supplement,
New Printing House Square, Gray's Inn Road, London WC1X 8EZ,

by Monday for the following Friday's issue.

COUNTY OF SOUTH GLAMORGAN

Teaching posts this week

on page 70

PRIMARY Headships continued

LEICESTERSHIRE

HEADSHIP

DUNTON BASSETT PRIMARY SCHOOL
near Lutterworth

HEAD required April or August. Approximately 70 children. Group 2. Vacancy due to appointment of present Head to a larger Headship. Details on request.

Apply (no forms) with full particulars and names and addresses of two referees to the Director of Education, County Hall, Glenfield, Leicester LE3 8RF, by 24th February.

NEWHAM

(London Borough of)
ST. EDWARD'S R.C. JUNIOR MIXED AND INFANT SCHOOL
Castle Street, London E6 1PP
(288 on Roll)
The School is situated near Upton Park Underground station (District Line).
Required September, 1976:
HEAD TEACHER, Group 5.
Vacancy due to retirement of the present holder of the post.
Burnham Scale, plus London Allowance, £351.
Application forms may be obtained from the undersigned (quoting TES) and should be returned as soon as possible.
J. S. Wilkie, M.A., Ph.D., Director of Education, Education Offices, Broadway, Stratford E15 4BH.

NORTH YORKSHIRE

(County of)
Applications are invited from suitably experienced TEACHERS for the following post (available September):—
HEAD TEACHER
AMPLEFORTH C.E. CONTROLLED PRIMARY SCHOOL
(Group 1)
Near Thirsk and Helmsley
Send stamped addressed envelope for form. Completed forms required within 14 days of this advertisement. County Education Officer, County Hall, Northallerton.

POWYS

COUNTY COUNCIL
EDUCATION COMMITTEE

BUILTH WELLS C.P. SCHOOL

Required for 1st September, 1976, HEAD TEACHER, Group 5.

Application forms obtainable from the undersigned (stamped addressed envelope) to whom completed forms should be returned by 27th February, 1976.
Robert W. Bevan, Director of Education, Education Department, Powys County Hall, Llandrindod Wells, Powys.

POWYS

COUNTY COUNCIL
EDUCATION DEPARTMENT

Required for 1st September 1976

LLYSWEN CHURCH IN WALES (AIDED) SCHOOL
Brecon

Ref: 11/8/6. Applications are invited from practising members of the Anglican Church for the post of HEAD TEACHER (Group 2). Applicants should preferably be junior trained and experienced, and an interest in sport would be an advantage. R.I. would be a necessary additional qualification.

Application forms obtainable from the undersigned (stamped addressed envelope) to whom completed forms should be returned by 27th February, 1976.
Robert W. Bevan, Director of Education, Education Department, Powys County Hall, Llandrindod Wells, Powys.

ST. HELENS

BOROUGH COUNCIL
EDUCATION COMMITTEE
GERARD R.C. (AIDED) INFANTS' SCHOOL
(Group 3)
Applications are invited from suitably qualified and experienced TEACHERS for the post of HEAD TEACHER at this Group 3 School to take effect from 1st September 1976.
Application forms are available from the Director of Education, Education Department, Century House, Hardshaw Street, St. Helens, Merseyside, WA10 1RN.
Further details of the above post are available from the Rev. Father H. McCaffrie, Our Lady's Presbytery, Downall Green Road, Ashton-in-Makerfield, near Wigan, WN4 0LZ, to whom completed applications should be returned by Friday, 27th February 1976, at the latest.

SHEFFIELD

EDUCATION COMMITTEE
RAINBOW FORGE JUNIOR SCHOOL
Birley Spa Lane, Sheffield S12 4HQ
Required for September, 1976, a HEAD TEACHER for this Group 5 school.
Salary, £5,184 to £5,808.
Forms of application, obtainable from the Chief Education Officer, should be returned to him at P.O. Box 67, Leopold Street, Sheffield, S1 1RJ, within two weeks of the appearance of this advertisement.

SOMERSET

See displayed advertisement under SECONDARY EDUCATION.

SUFFOLK

COUNTY COUNCIL
BROKE HALL COUNTY PRIMARY SCHOOL
Ipswich
(Group 6)
New school to be opened during the Autumn Term, 1976.
Applications are invited from suitably qualified and experienced TEACHERS for the HEADSHIP of this school from 1st September, 1976.
Application forms and further details from County Education Officer, Education Department, Grimwade Street, Ipswich, IP4 1LJ (stamped addressed envelope, please) to be returned by February 20th, 1976.

SUNDERLAND

(Borough of)
EDUCATION DEPARTMENT
GILLAS LANE INFANT SCHOOL
(Group 4)
Applications are invited for the HEADSHIP of the above named school, which becomes vacant at Easter, 1976. A Nursery Unit will be opened as a part of this school during the current academic year.
Application forms obtainable from the Director of Education, at the address shown below, on receipt of a stamped addressed foolscap envelope, should be returned to him within 14 days of the appearance of this advertisement.
Removal expenses and temporary lodging allowance may be granted in the case of an appointee from outside the area.
L. A. Bloom, Chief Executive, Town Hall and Civic Centre, Sunderland SR2 7DN.

SUTTON

(London Borough of)
HEADSHIPS
Due to retirements, there are vacancies from September for the following Headships:
MUSCHAMP JUNIOR SCHOOL
Carshalton
Group 5. Two-form entry
240 children on roll
MUSCHAMP INFANTS' SCHOOL
Carshalton
Group 4. Two-form entry
160 children on roll
Please send stamped addressed envelope for further details and application form to Director of Education, The Grove, Carshalton, Surrey SM5 3AL. Closing date: 19th February, 1976.

TRAFFORD

(Metropolitan Borough of)
EDUCATION DEPARTMENT
ST. JOSEPH'S R.C. VOLUNTARY AIDED PRIMARY SCHOOL
Hope Road, Sale M33 2AY
HEADSHIP. Group 4
Required for September 1976. For this new one form entry Primary School.
Application forms and further details obtainable from the Chief Education Officer, Town Hall, Sale M33 1ZF, and returnable to Father J. Marston, St. Joseph's Presbytery, Hope Road, Sale.

WAKEFIELD (City of)

METROPOLITAN DISTRICT COUNCIL
STANLEY ROOKS NEST (NEW) JUNIOR and INFANT SCHOOL.
HEAD required for September, 1976.
Application forms and further details available from Education Office, 8 Bond Street, Wakefield. (Closing date February 27.)

WEST SUSSEX

WESTERN AREA
COLDWALTHAM, ST. JAMES' C.E. (CONTROLLED) FIRST SCHOOL
(Group 2)
HEAD TEACHER required September, 1976, or earlier if available. Approximately 70 on roll, age range 5-10 years. Pleasant rural situation near Pulborough. Removal and resettlement expenses payable in approved cases.
Application forms and further details from Area Education Officer, Ambassador House, Crane Street, Chichester, Sussex, on receipt of self addressed envelope. Closing date 25th February, 1976.

WILTSHIRE

COUNTY COUNCIL

PURTON, ST. MARY'S C.E. (V.C.) JUNIOR AND INFANTS SCHOOL
(Group 6, Number on Roll 400)

APPOINTMENT OF HEAD TEACHER

(Re-Advertisement)

Applications are invited for the post of Head Teacher of this large village primary school in North Wiltshire. The person appointed will be expected to start in September, 1976.
Purton is a large village, five miles from Swindon. St. Mary's is on a split site, with the Infants and 1st Year Juniors in the old school and the rest of the Juniors in new buildings, a quarter of a mile apart.
Application forms and further details from The Chief Education Officer, County Hall, Trowbridge, Wilts. Closing date for applications 23rd February, 1976.

Deputy Headships Senior Masters/ Mistresses

AVON COUNTY

ST. SAVIOUR'S C.E. JUNIOR SCHOOL
Larkhall,
Bath BA1 6RB
(Group 6)
Required for September, DEPUTY HEAD. Traditional teaching experience essential.
Application by letter to the Headmaster by 3rd March with full details of special subjects offered, qualifications, experience and names of two referees.

AVON COUNTY

WICK C.E. J.M. & I. SCHOOL
Wick,
Bristol, BS15 5QF
(Group 5)
Required for April, DEPUTY HEAD to take charge of upper junior class. Should be experienced, well qualified and enthusiastic. Mathematics and/or Music an advantage.
Application by letter to the Headmaster immediately with full details of qualifications, experience and names of two referees.

AVON COUNTY

WIDCOMBE C.E. J.M. SCHOOL
Pulteney Road,
Bath BA2 4JG
Required for April, DEPUTY HEAD, Group 4
Application by letter to the Headmaster immediately with full details of qualifications, experience and names of two referees.

BARKING

(London Borough of)
CASTLE INFANTS SCHOOL
(Roll 295)
Required April 1976.
Applications are invited for the vacancy of DEPUTY HEAD of this Group 5 School, from experienced teachers in modern infant methods with an interest in staff co-operation and curriculum development.
Salary Scale £3,750 to £3,855 per annum.
London Addition £351 per annum, Social Priority Schools Allowance.
Reimbursement of removal expenses in approved cases.
Application form (stamped addressed envelope) available from Chief Education Officer, Town Hall, Barking, Essex, returnable by 17th February, 1976.

BERKSHIRE

(Royal County of)
WESTENDE COUNTY JUNIOR SCHOOL
Seaford Road, Wokingham, Berkshire
Applications are invited for the DEPUTY HEADSHIP of this recently built, two form entry, Group 5 school. The post will be vacant from September.
Closing date February 20, 1976.
Application forms and further details from Wokingham District Education Office, Reading Road, Wokingham, Berkshire RG11 1BT, quoting WSA 1765.

BERKSHIRE

ALWYN COUNTY INFANT SCHOOL
Maidenhead
DEPUTY HEAD required in April, 1976, for this Group 5 School of about 230. London Weighting £141 per annum. Assistance with removal expenses in approved cases.
Forms and further details from District Education Officer, Old British School, Victoria Street, Windsor (stamped addressed envelope). Closing date 25 February.

BERKSHIRE

ST. EDWARD'S R.C. JUNIOR SCHOOL
Windsor
DEPUTY HEAD required in April. The school is expected to become a Middle School (9-13) in 1977 or 1978. London Weighting £141 per annum. Assistance with removal expenses in approved cases.
Forms and further details from District Education Officer, Old British School, Victoria Street, Windsor (stamped addressed envelope). Closing date 23rd February, 1976.

DORSET

WYKE REGIS COUNTY INFANT SCHOOL
Weymouth
(Group 5: roll 250)
DEPUTY HEAD TEACHER required from September, 1976. Assistance with removal and incidental expenses.
For application form (to be returned by 25 February) and further details send foolscap stamped addressed envelope to the Staffing Officer, Education Department, County Hall, Dorchester. DT1 1XJ.

EAST SUSSEX

COUNTY COUNCIL
GUESTLING-BRADSHAW C.E. PRIMARY SCHOOL
DEPUTY HEADSHIP—Group 4
Headmaster, Mr. D. H. Griffiths
Required from September, 1976, TEACHER widely experienced with Juniors and Infants, to be in charge of the Infant Department. Music essential.
Application forms and further details from the Area Education Officer, 20 Wellington Square, Hastings, East Sussex, to whom completed forms should be returned by Friday, 20th February, 1976.

ENFIELD

(London Borough of)
EDUCATION COMMITTEE
EASTFIELD INFANTS SCHOOL
Eastfield Road, Enfield, EN3 5UX
(Roll 265)
Owing to the retirement of the present holder, the following post falls vacant in September 1976.
DEPUTY HEAD TEACHER, Group 5.
Mortgage facilities subject to funds being available. Consideration given to the following:—
One hundred per cent removal expenses, generous assistance with relocation costs, temporary housing accommodation for up to two years, £10 per week lodging allowance (up to four months in certain cases).
Application forms obtainable from the undersigned, to be returned to the Chief Education Officer by 20th February, 1976.
M. Healey, Chief Education Officer, Education Department, Civic Centre, Silver Street, Enfield, EN1 3XS.

HAMPSHIRE

NORTH WEST AREA

BEECH DOWN COUNTY PRIMARY SCHOOL

Sullivan Road, Brighton Hill, Basingstoke, Hants.
New school opening 4th May, 1976, Group 5.
DEPUTY HEAD—Experienced TEACHER with good organisation ability, interest in cooperative teaching, curriculum development, and community relationships. Applications, stating clearly main areas of curriculum interest, with names and addresses of two educational referees should be sent as soon as possible to the designated Head, Mr. R. Gentry, at Brookvale County Junior School, Brook Street, Basingstoke, telephone Basingstoke 21658.
Assistance with removal expenses in approved cases.

HERTFORDSHIRE

COUNTY COUNCIL

EAST HERTS DIVISION

FURNEUX PELHAM J.M.I. SCHOOL
near Buntingford, Herts

Group II, Church of England Voluntary Controlled

DEPUTY HEAD required for September, 1976. This is a lively rural school partly open planned. The school has close connexions with the church and village life.
An experienced teacher is sought with energy and enthusiasm and an ability to be responsible for Mathematics and to show interest in Art and Craft.
For further details and forms apply to the Divisional Education Office, Scott House, Hagsdell Road, Hertford SG13 8BQ.

HILLINGDON

(London Borough of)
ORANGE PARK JUNIOR SCHOOL
Lansbury Drive, Hayes UB4 8SF
Head Teacher, G. W. Alexander, Esq., L.C.P.
Required for the Summer Term, 1976, an experienced TEACHER of Junior aged children to be SECOND MISTRESS of this large school. There is at present a male Deputy Head Teacher and therefore the appointment of a Second Mistress complies with the requirements of the Burnham Report.
Application forms from the Director of Education, Belmont House, 38 Market Square, Uxbridge, Middlesex UB8 1HA (Telephone Uxbridge 38232, Ext. 375), to whom they should be returned as soon as possible.
London Allowance payable; 75 per cent removal expenses.

HUMBERSIDE

EDUCATION DEPARTMENT
EAST RIDING DIVISION
WILLERBY SPRINGHEAD COUNTY PRIMARY SCHOOL
Willerby HU10 6QF
Group 4
Applications are invited from suitably qualified TEACHERS with junior experience for the post as DEPUTY HEAD to commence April, 1976. Open-plan situation.
Applications and further details are available from the Head at the school, to whom completed forms should be returned by 16th February, 1976.

HUMBERSIDE

EDUCATION COMMITTEE
SCUNTHORPE DIVISION
BOTTESFORD COUNTY JUNIOR SCHOOL
Manor Road, Bottesford, Scunthorpe
Headmaster H. D. Harrison
Number on Roll: 257
Applications are invited for the post of DEPUTY HEAD for this Group 5 school for the Summer Term 1976. An experienced TEACHER with enthusiasm and ability to work with and lead other members of staff is required. Applicants should state special interests and must be prepared to assist in policy making and organisation of the curriculum.
BARTON-ON-HUMBER C.E. SCHOOL
Queen Street, Barton-on-Humber
Headmaster: G. D. W. Ross
Number on Roll: 201
Required for the Summer Term, 1976, an experienced class TEACHER for the post of DEPUTY HEAD of this 5 to 11 Primary School. The ability to teach Music and/or Boys' Games would be an advantage.
Application forms obtainable from the Divisional Education Office, Civic Centre, Scunthorpe, should be returned by 18th February, 1976.

KENT

COUNTY COUNCIL
EDUCATION COMMITTEE

GRAVESHAM DIVISION

HOLY TRINITY C.E. (AIDED) SCHOOL
Milton Road, Gravesend, Kent
DA12 2RH
(Group 4)
(Roll 310)
DEPUTY HEAD TEACHER required for September 1976.
Applications are invited from experienced teachers with a modern approach to education and an interest in extra-curricular activities. Communicant member of the Anglican Church preferred. New School in near future.
Application forms from the Divisional Education Officer, 153 Windmill Street, Gravesend, Kent. (Stamped addressed envelope please.) Forms to be returned to the Headmaster at the school. Closing date 20th February, 1976.

SWALE DIVISION

SITTINGBOURNE MURSTON C.P. JUNIOR MIXED SCHOOL
Sunny Bank, Murston, Sittingbourne, Kent
Group 5. Roll, Autumn Term, 272
DEPUTY HEAD TEACHER required. Attractive new buildings.

Applications to Divisional Education Officer, [illegible] Avenue of Remembrance, Sittingbourne, from whom forms and further [illegible] be obtained. Stamped addressed envelope please.
TUNBRIDGE WELLS: SPELDHURST C.E. (CONTROLLED) J.M. & I. SCHOOL
Speldhurst, Tunbridge Wells
For April or [illegible] DEPUTY HEADTEACHER. Experience in Infants. The school has links with the local [illegible]
Application forms [illegible] dressed envelope [illegible] Headmaster. Closing date [illegible] 13.

ASHFORD DIVISION

SMEETH
DEPUTY HEAD TEACHER
(under review)
Further details and forms (returnable by [illegible] 1976) from the Head.

SHEPWAY DIVISION

LYDD COUNTY JUNIOR SCHOOL
Skinner Road, Lydd
(Present Roll 304)
DEPUTY HEAD TEACHER Group 5 School, required for September 1976.
Applications to the Divisional Education Officer, 3 [illegible] Road, Folkestone, Kent.
Closing date February [illegible]

LEICESTERSHIRE

DEPUTY HEADSHIP

OVERDALE JUNIOR SCHOOL
Eastcourt Road, Leicester

DEPUTY HEAD for April. Approximately [illegible] children. Group 7. Vacancy due to promotion of present Deputy to a Headship. Further details from the Head, [illegible] Whiteley.
Apply (no forms) with full particulars and names and addresses of two referees to the Head by February 17.

LINCOLNSHIRE

EDUCATION
SECOND MASTER
STAMFORD MALCOLM SARGENT COUNTY SCHOOL
Group 7. Roll 360
Required from autumn term.
Application forms and particulars obtainable from Divisional Education Officer, County Offices, Sleaford, Lincs (stamped addressed foolscap envelope). Closing date [illegible]

OXFORDSHIRE

QUEENSWAY C.P. SCHOOL
Banbury, Oxfordshire
Group 7
DEPUTY HEADSHIP
Applications from experienced teachers able to contribute to the development of a school in flexibly designed buildings. Sympathy with child-centred approaches is essential.
Further details from Head [illegible] stamped addressed envelope.

REDBRIDGE

(London Borough of)
The London Borough of Redbridge is a pleasant residential area in north-east London, with easy access to Central London and the countryside. Assistance with legal fees for house purchase and towards removal and [illegible] expenses where appropriate.
SNARESBROOK PRIMARY SCHOOL
Meadow Walk, Snaresbrook
London E18
(Roll: 307)
Required for Easter or September DEPUTY HEAD for this new open plan Group 5 Primary School.
Application form and further details available from J. [illegible], B.A., Chief Education Officer, Education Office, Lynton House, [illegible] High Road, Ilford [illegible] 1RN.
Closing date: February [illegible] 1976.

SHEFFIELD

EDUCATION COMMITTEE
[illegible] JUNIOR SCHOOL
[illegible] Lane, Sheffield
[illegible]
Required for Easter, 1976, DEPUTY HEAD for this Group [illegible] school.
Salary £3,760 to £4,[illegible], S.P.S. allowance.
Forms of application, obtainable from the Chief Education Officer, should be returned to him at P.O. Box 67, Leopold Street, Sheffield, S1 1RJ, within two weeks of the appearance of this advertisement.

SOMERSET

See displayed advertisement under SECONDARY EDUCATION.

HAMPSHIRE

GOSPORT/FAREHAM AREA

Locks Heath, St John's CE (CONT) INFANT SCHOOL, Abshot Road, Titchfield Common, Fareham, PO14 4NH. 170 on roll.

SCALE 2 Post—responsibility for Language Development, Literacy and Library. Please write to School, giving curriculum vitae and names and addresses of two educational referees. Further details obtainable from the Head. Assistance with removal expenses in approved cases.

NORTH-WEST AREA

Chineham Park County Junior School, Shakespear Road, Popley 1, Basingstoke, RG24 9BP. Number on roll 342.

Two Scale 2 Posts available from the beginning of the Summer Term 1976.
1—Maths Development Co-ordination as special responsibility.
2—Upper School Coordinator. Please state curriculum interests.
Please write to the School giving curriculum vitae and the names and addresses of two educational referees. Further details obtainable from the Head. Assistance with removal expenses in approved cases.

NORTH-WEST AREA

Beech Down County Primary School, Sullivan Road, Brighton Hill, Basingstoke, Hants.

NEW SCHOOL OPENING 4th MAY, 1976—GROUP 6.
SCALE 2 POSTS
Two Scale 2 posts as co-ordinators for Infants/Juniors with consultant responsibilities for Music/Mathematics/Language development.

Applications stating co-ordinating preference and area of curriculum interest offered, with names and addresses of two educational referees should be sent as soon as possible to the Designated Head, Mr R. Gentry, at Brookvale County Primary School, Brook Street, Basingstoke, Hants. Telephone Basingstoke 21650. Assistance with removal expenses in approved cases.

Liverpool

Primary Schools

Applications are invited for the following posts with duties to commence Summer Term, 1976, or as soon as possible:

Deputy Headteacher (Group 6)
ST. SEBASTIANS R.C. JUNIOR MIXED AND INFANTS' SCHOOL, LOCKERBY ROAD, LIVERPOOL L7 0HG
Application forms are returnable not later than 16th February, 1976, to: Rev. Father G. Reynolds P. P. St. Sebastians Presbytery, Lilley Road, Liverpool L7 0LR.

Deputy Headteacher (Group 3)
ST. SYLVESTERS R.C. INFANTS SCHOOL, (B.P. SCHOOL) TITCHFIELD STREET, LIVERPOOL L5 8UT
Application forms are returnable not later than 16th February, 1976, to: Rev. Father P. Orrell, St. Sylvesters Presbytery, Silvester Street, Liverpool L5 8SE.

APPLICATION FORMS (STAFFING FORM T.5) ARE OBTAINABLE FROM THE DIRECTOR OF EDUCATION, 14 SIR THOMAS STREET, LIVERPOOL L1 5BJ, ON RECEIPT OF A STAMPED ADDRESSED FOOLSCAP ENVELOPE AND SHOULD BE RETURNED AS SOON AS POSSIBLE.

RE-ADVERTISEMENT

Education Department

Urban Aid Action/ Research Linguistic Project—Worksop

Applications are invited from men and women for two posts on the County's Unattached Staff (Scale 2), to be filled as soon as possible. The persons appointed will work in Infants' Schools in the Workshop area for a period of three years. They will join two other teachers in a study of the linguistic problems of disadvantaged young children in a project funded mainly by the Urban Aid Programme.

Applicants should have suitable teaching experience, particularly in Primary Schools. A knowledge of the linguistic development of young children is desirable plus the ability to develop work with parents.

Application forms and further details may be obtained (s.a.e.) from The Director of Education (Ref. Sch 13), County Hall, West Bridgford, Nottingham NG2 7QP.

Closing date: 20th February, 1976.

Nottinghamshire County Council
County Hall West Bridgford
Nottingham NG2 7QP

WEST GLAMORGAN County Council

EDUCATION COMMITTEE

NURSERY AND PRIMARY SCHOOLS

Teaching Appointments

Applications are invited from suitably qualified assistant teachers and from students in their final year of teacher training seeking first appointments in September, 1976.

Candidates with teaching experience who wish to teach in special classes for handicapped pupils in primary schools should indicate this on the application form.

Application forms and further details are available from the undersigned on the receipt of a stamped addressed foolscap envelope quoting post reference PRIM/76 and should be returned by Friday, 20th February, 1976.

Education Department,
Princess House, Princess Way, SWANSEA.

JOHN BEALE,
Director of Education.

Derbyshire headships

Applications are invited from suitably qualified primary teachers for the Headship of the following schools:

Allestree Lawn Junior School, Derby
408 children — GROUP 6

Smalley The Richardson Endowed (Controlled) Primary School (5 miles north-east of Derby)
118 children — GROUP 3

Stretton Handley C.E. (Controlled) Primary School (7 miles south of Chesterfield)
71 children — GROUP 2

Closing dates for above schools 20th February, 1976.

Application forms and particulars for the above posts (s.a.e. foolscap please) from the Director of Education, County Offices, Matlock, Derbyshire DE4 9BG.

Education Committee

Headships

Qualified teachers are invited to apply for appointment as Headteacher of the following schools.

St. Augustine's R.C. (Aided) Primary School, Park Avenue, Mapperley Road, Nottingham.
Number on roll: 220 Salary Group: 5
Vacant: 1st September, 1976

Highbank Infants' School, Winscombe Mount, Clifton Estate, Nottingham.
Number on roll: 240. Salary Group: 4
Vacant: 1st September, 1976

RE-ADVERTISEMENT

East Retford Bracken Lane New Primary School
Number on roll: 150 (plus Nursery Unit of 40)
Salary Group: 4
Vacant: Summer Term, 1976

Tollerton Primary School, Burnside Grove, Tollerton, Nottingham.
Number on roll: 170 Salary Group: 4
Vacant: 1st September, 1976.

Application forms and further details for the above posts may be obtained by forwarding a stamped addressed foolscap envelope to the Director of Education, County Hall, West Bridgford, Nottingham, NG2 7QP.
Closing date: 20th February, 1976.

Nottinghamshire County Council

Shropshire Education Committee

Church Aston County Infant School, Newport

Headship—Group 2

Application forms and further details (send S.A.E.) from: The County Education Officer, Shirehall, Abbey Foregate, Shrewsbury, to whom they should be returned by 13th February, 1976.

Salop County Council

Headships

OF PRIMARY SCHOOLS

Mainly because of retirements a number of Primary School Headships will fall vacant at Easter or September, 1976. They cover the full range of schools: Infant (including some schools with nursery class provision), Junior, Junior Mixed and Infant; they range in size from Group 4 to Group 6; one or two are Social Priority Schools; two of the J.M. & I. Schools (due to open September, 1976) are newly built for open plan organisation.

Candidates are invited to apply for further details of these vacancies indicating the size, age range and type of school for which they would wish to be considered.

Please write to the Director of Education, New Council Offices, Earl Street, Coventry CV1 5RS.

coventry

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ilea INNER LONDON EDUCATION AUTHORITY

(Re-advertisement)

ST. MARY AND ST. JOSEPH R.C. PRIMARY SCHOOL
Wade's Place, Poplar, London E14 0DE

Roll 213 plus Nursery

Headteacher

(Salary Group 4)

Applications are invited for the Headship of this Group 4 voluntary aided primary school to be taken up as soon as possible. New Nursery and Infant accommodation is nearing completion. The Managers are anxious to appoint a suitably qualified Roman Catholic who will continue the close and long-established relationship which the school has with the parish community.

Application forms and further details may be obtained from the Correspondent, Clergy House, Pekin Street, London E14 6EZ, and should be returned by Friday, 13th February, 1976, to The Secretary, Westminster Schools' Commission, 33 Wilfred Street, London SW1 6PS. Previous applications will be reconsidered.

Head Teachers

for the following schools for September, 1976:—

Stoneydown Park Junior School
Pretoria Avenue, E.17
Burnham Group 6—current roll 379. Modern building approximately 10 years old.

Henry Maynard Infants School
Maynard Road, E.17
Burnham Group 5—current roll 266. Modern building. London Allowance £267 payable in both cases.

Application forms (enclosed s.a.e.) obtainable from and returnable to the Chief Education Officer, Municipal Offices, High Road, Leyton, London E10 5QJ.

Closing date: 20th February, 1976.

London Borough of Waltham Forest

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ilea INNER LONDON EDUCATION AUTHORITY

Cobourg (JM) School,
Cobourg Road, London SE5

Headteacher

required in September. Roll 261. Burnham Group 5 Salary, £5,184 to £5,808 (subject to revision) plus London Allowance of £351 and a minimum of £201 social priority allowance.

A Head Teacher is looked for who will build upon the excellent relationship between the school and the community it serves and who can develop the present lively work in all areas of the curriculum.

Please send self-addressed envelope for application form and further particulars to the Education Officer, EO/TS10, County Hall, London SE1 7PB. Closing date for the return of completed application forms February 27, 1976.

ESSEX COUNTY COUNCIL
NORTH WEST ESSEX AREA

(Re-advertisement)

St. Andrew's C. of E. (Aided) Primary School, Matthews Close, Halstead, Essex.
(Roll 237) Group 4.

Required,

Head

for this Junior Mixed and Infants School, from the beginning of the Autumn Term 1976.

Generous grants for removal, lodging and disturbance expenses are payable in approved cases.

Closing date: 24 February 1976.

Previous applicants need not re-apply as their applications will be re-considered.

Application form (and further details) obtainable from and returnable to the Area Education Officer, Crossman House, Station Approach, Braintree.

HAMPSHIRE

GOSPORT/FAREHAM AREA
CROFTON, ANNE DALE COUNTY INFANT SCHOOL

HEAD TEACHER—GROUP 4

Details and application forms from Area Education Officer, Education Offices, Walpole Road, Gosport, Hants. PO12 1BU. Closing date 16th February.

GOSPORT/FAREHAM AREA
PORTCHESTER, NORTHERN COUNTY JUNIOR SCHOOL

HEAD TEACHER—GROUP 6

September vacancy. Details and application forms from Area Education Officer, Education Offices, Walpole Road, Gosport, Hants. PO12 1BU. (s.a.e. required.) Closing date 23rd February.

NORTH EAST AREA
ST. MARY'S R.C. (Aided) INFANT SCHOOL, BRIDGE ROAD, ALDERSHOT, HANTS.

HEAD TEACHER—GROUP 4

Applications are invited from practising Catholics for the post of Head Teacher, from the start of the Autumn Term 1976.
Details and forms of application obtainable from the Rev. Canon D. O'Hanlon, St. Joseph's Presbytery, Queen's Road, Aldershot, on submission of a foolscap, stamped, addressed envelope. Closing date 1st March 1976.

NORTH WEST AREA
BROOKVALE COUNTY PRIMARY SCHOOL, BROOK STREET, BASINGSTOKE, HANTS.
Applications are invited from suitably qualified and experienced teachers for the appointment as Head Teacher of the Group 4 Primary School for the commencement of the Autumn Term 1976, or earlier if possible. There are at present 181 primary children on roll. In addition the Head Teacher is responsible for a Nursery Unit which is an integral part of the school. There are currently 48 children attending the Unit.
Salary £4,794-£5,418.
Further details and application forms available from the Area Education Officer, Sun Alliance House, 37-41 Wote Street, Basingstoke. Please submit a foolscap stamped addressed envelope and return all applications by Friday, 27th February, 1976, to this address. Assistance with removal expenses in approved cases. Housing accommodation may be available.

County of Cleveland

PRIMARY SCHOOLS

DEPUTY HEAD TEACHER (GROUP 3)

STILLINGTON PRIMARY SCHOOL
Stillington, Stockton, Cleveland

Required for Easter, 1976, a suitably qualified and experienced teacher to play a leading role in this primary school.

The school, which is housed in modernised buildings is situated in a small village on the edge of the County. It caters for the full primary age range and at present has some 120 pupils on roll.

Financial assistance with household removal expenses is available in approved cases.

Forms of application, obtainable from and returnable to, the County Education Officer, Education Offices, Woodlands Road, Middlesbrough, Cleveland, TS1 3BN. Forms of application to be returned not later than 16th February, 1976.

NORFOLK
COUNTY COUNCIL
Education Department

Required for September, 1976 :—

DEPUTY HEAD

for

DICKLEBURGH VCP SCHOOL SCHOOL, near DISS (Group 2, 81 on Roll)
NORTH LOPHAM CP SCHOOL, near DISS (Group 2, 77 on Roll)
SWANTON MORLEY VCP SCHOOL (Group 6, 276 on Roll)

Required for September, 1976 :—

HEAD

for

CLENCHWARTON CP SCHOOL, KING'S LYNN (Group 5, 290 on Roll, 4 to 11 age-range)

Application forms and further details may be obtained by sending a stamped, addressed, foolscap envelope to the County Education Officer, County Hall, Martineau Lane, Norwich NR1 2DL, to whom completed forms must be returned by February 24.
Removal expenses are paid in accordance with the Authority's scheme.

London Borough of RICHMOND UPON THAMES

HAMPTON INFANTS' SCHOOL
Ripley Road, Hampton, TW12 2JH

Applications are invited for appointment as

Deputy Head

required from September, 1976.
Salary Group 5 plus Outer London Allowance (£267).
Forms and further details from D. Naismith, Director of Education, Regal House, London Road, Twickenham, TW1 3QB, returnable by 20th February, 1976.

THOMAS GAMUEL INFANTS SCHOOL
Gamuel Road, E.17

Deputy Head Teacher

For the beginning of the Summer Term:
Burnham Group 5 plus Social Priority payment. Current roll 230.
London Allowance £267 payable.
(Re-Advertisement—previous applicants need not re-apply.)
Application forms (enclose s.a.e.) obtainable from and returnable to the Chief Education Officer, Municipal Offices, High Road, Leyton, London, E10 5QJ.
Closing date 20th February, 1976.

London Borough of
Waltham Forest

PRIMARY continued

Other Posts on Scale 2 and above

[Dense classified listings in small print (AVON COUNTY, CROYDON, BARKING, BARNET, BERKSHIRE, BUCKINGHAMSHIRE, BURY, CALDERDALE, CAMBRIDGESHIRE, DEVON, DORSET, DUDLEY, EALING, EAST SUSSEX, HARROW, HILLINGDON, HUMBERSIDE, KENT, MERTON, NORTH YORKSHIRE, NOTTINGHAMSHIRE, REDBRIDGE, RICHMOND UPON THAMES, KINGSTON UPON THAMES, LEICESTERSHIRE, etc.) — illegible]

PRIMARY
Scale 2 Posts continued

[Dense classified listings in small print (ROTHERHAM, CITY OF SALFORD, SUTTON, WALTHAM FOREST, WILTSHIRE, WOLVERHAMPTON, SUFFOLK, AVON COUNTY, BUCKINGHAMSHIRE, BURY, CAMBRIDGESHIRE, CROYDON, CUMBRIA, DEVON, EAST SUSSEX, HILLINGDON, HUMBERSIDE, KENT, KIRKLEES, LEICESTERSHIRE, LINCOLNSHIRE, NORTH YORKSHIRE, etc.) — illegible]

Remedial Posts

Scale 1 Posts

Bedfordshire northern area

Henlow Middle School V.C.
(Church of England)
Headteacher: David Hines

This new purpose built Middle School for pupils aged 9-13 which is located in the village of Henlow, 13 miles south-east of Bedford and about 7 miles north of Hitchin, will open in September, 1976, with an initial comprehensive intake of about 150 pupils aged 10 and 11. It is expected to develop progressively to provide for 600 pupils.

Required for September, 1976:

Head of Year (Scale 3)

To be responsible for the pastoral care of a year group, initially the 10-plus age group, together with the development of a curriculum area throughout the school.

Head of Creative Design (Scale 3)

To be responsible for the development of a Creative Design Centre equipped with facilities for Art, Craft, both light and heavy, Housecraft, Needlework and Pottery.

Assistant Teachers (Scale 1 and 2)

The School will have specialist facilities for Science, Environmental Studies, Physical Education, Music, Creative Design and a Resources Base. Opportunities for teachers who would like to act in an advisory capacity in any of the above areas or in English, Mathematics or French coupled with participation in a co-operative teaching environment. Every encouragement will be given to fully utilize special interests and abilities.

The Authority has a scheme for teachers moving into the area to assist with removal expenses.

Application forms and further particulars to be obtained from the Headteacher, Henlow Middle School, care of Sandy Upper School, Engayne Avenue, Sandy, Bedfordshire. Closing date 23rd February.

Education Department

TEACHING VACANCIES

PRIMARY SCHOOLS

Langley County Infants' & Nursery Class (3-7)
Thirlmere Drive, Middleton M24 3NU.
Tel. 643 8718
Required for September—

NURSERY TEACHER, SCALE 1
plus Special Priority Schools allowance. Applicants should be prepared to involve themselves with the Community and to liaise closely with parents.

Bullough Moor County Primary (5-11)
Regent Street, Heywood OL10 3BX
Tel. Heywood 69379
Required for Easter—

INFANT TEACHER, SCALE 1
Must be prepared to work as part of a team within a vertically grouped department.

SECONDARY SCHOOLS

Sutherland High (11-18)
Sutherland Road, Darnhill, Heywood OL10 3PL
Tel. Heywood 66466
Required for Easter—

COMMERCIAL SUBJECTS, SCALE 1

Oulder Hill (13-18)
Greave Avenue, Rochdale OL16 1NL
Tel. Rochdale 55222

WOODWORK
To join a large Boys' Craft Department offering a full range of courses to CSE, 'O' and 'A' levels.
New craft block available shortly. Please state other subjects offered. Scale 1. Closing date for this post, 16th February, 1976.

Queen Elizabeth's High (14-18)
Boardman Fold Road, Middleton M24 1PR
Tel. 643 2643
Required for Easter or as soon as possible—

HEAD OF MODERN LANGUAGES, SCALE 3
For French and German. A working knowledge of Spanish would be an advantage.
Further details and application forms, accompanied by an s.a.e. should be made to the Chief Education Officer, Education Department, Municipal Offices, Manchester Old Road, Middleton, Manchester M24 4EA. Completed forms should be returned to the Head of the School.
Closing date (unless otherwise stated), 23rd February, 1976.

Metropolitan Borough of Rochdale

EDUCATION DEPARTMENT

Washwood Heath Nursery School,
Washwood Heath Road,
Birmingham B8 2HB

GROUP 1, (Salary £4,110-£5,838)
Applications are invited for the HEADSHIP of the above Nursery School which provides 45 places. Though serving a busy area of the City, the school occupies a very pleasant position. Applicants are sought with a keen interest in parental involvement and language development in the nursery setting.
Application forms obtainable from the Chief Education Officer, Schools Branch (East Area), Margaret Street, Birmingham B3 3BU, to whom they should be returned by not later than 16th February, 1976.
There is a scheme for assistance with removal expenses.

PRIMARY SCHOOLS

SCALE 2 & ABOVE

Unless otherwise stated, please write for application forms to the Chief Education Officer (Staffing Branch) Margaret Street, Birmingham B3 3BU, enclosing a stamped addressed envelope and return your applications to the Head Teacher.

Audley Junior School,
Audley Road,
Birmingham B33 9HY

Scale 2 + SPS Allowance. Enthusiastic teacher to take overall responsibility for: OUT OF SCHOOL ACTIVITIES, including BOYS' GAMES. Readvertisement.

Birchfield J.I. School,
Trinity Road, Birmingham B6 6AJ

Scale 3. Experienced teacher required to open new NURSERY UNIT, SPS allowance.

Boldmere Middle School,
Cotfield Road,
Sutton Coldfield B73 5SD

Scale 2. Experienced Class Teacher with responsibility for ENVIRONMENTAL STUDIES for Summer Term.

Coppice Middle School,
Trinity Road,
Sutton Coldfield B75 6TJ

Two Scale 2 posts for Easter:
(a) Responsible for ENGLISH throughout the school and for LIBRARY.
(b) Responsible for GIRLS' P.E. and WELFARE throughout the school.
Please state other interests.

Heathfield J.I. School,
Heathfield Road,
Birmingham B19 1HJ

Scale 2 post offered for JUNIOR MATHS. Readvertisement.

Ley Hill Middle School,
Mere Green Road,
Sutton Coldfield B75 5BL

Scale 2 post for SCIENCE & BOYS' WELFARE.

Shirestone J.I. School,
Shirestone Road,
Birmingham B33 0DH

Scale 3. HEAD OF ENGLISH DEPARTMENT with responsibility for developing library facilities.

Sundridge J.I. School,
Sundridge Road,
Birmingham B44 9NY

Required Easter:—
(a) Infant Post Scale 2. Teacher for LANGUAGE DEVELOPMENT, or other area of responsibility to be arranged.
(b) Junior Post, Scale 2, Enthusiastic teacher to take responsibility for coordinating MATHS. Applicants should state subject strengths and other interests or other areas of responsibility will be considered.

Twickenham Infant School,
Twickenham Road,
Birmingham B44 0NR

Scale 2 offered for teacher to be in charge of NURSERY CLASS.
Readvertisement.

Wheelers Lane Infant & Nursery School,
Bagnell Road, Kings Heath,
Birmingham B13 0SJ

Scale 2 post. P.E. DANCE and DRAMA. Readvertisement, previous applicants need not reapply.

Holy Trinity C.E. J.I. School,
Havelock Road, Handsworth,
Birmingham B20 3LP

Scale 3 post HEAD OF DEPT. INFANTS. SPS allowance. Teacher experienced in SET testing and organisation of REMEDIAL WORK in an infant school is essential. Applications to Head Teacher.

St. Bernadette's R.C. J.I. School,
Hobmoor Road, Yardley,
Birmingham B25 8QL

Scale 2. Required Easter, 1976: Infant Teacher for established Open Plan Infant Department. State interests. Closing date: February 12. Applications to Correspondent Manager c/o school.

St. Margaret Mary R.C. J.I. School,
Perry Common Road,
Birmingham B23 7AB

Required, beginning of Summer Term: Teacher for Fourth Year Juniors to take responsibility for BOYS' GAMES (Scale 2 post available). Applications to Correspondent Manager c/o the school. Readvertisement.

SCALE 1 POSTS

St. Margaret Mary R.C. J.I. School,
Perry Common Road,
Birmingham B23 7AB

Required, beginning of Summer Term: Teacher for MIDDLE INFANTS. Applications to Correspondent Manager c/o the school.
Readvertisement.

There is a scheme for assistance with removal expenses.

COUNTY SECONDARY SCHOOLS

SCALE 2 POSTS & ABOVE

Unless otherwise stated, for all posts in this section, initial applications (giving age, qualifications, experience and names of two referees) should be sent immediately together with stamped addressed envelope to Head of School.

The Broadway School,
Birmingham B20 3DP

Required for Summer Term 1976:
HEAD OF WOODWORK—Scale 3 in large, progressive Technical Studies Department in a new school. Department well-equipped with excellent facilities. Courses already established at G.C.E. 'O' and 'A' level; C.S.E. Mode I and III. Post offers responsibility and wide experience for career minded Craft teachers.

Highgate School,
Balsall Heath Road,
Birmingham B12 9DS

Group 12, Sixth Form of 200, mixed, recent amalgamation.
Required Easter or September:
(a) HEAD OF MUSIC (Scale 3), Possibility of interesting development in instrumental and vocal areas, based on the multi-racial nature of the school.
(b) HEAD OF HOME ECONOMICS (Scale 3). Department includes Basic Practical Studies, Housecraft, Needlework, Child Care (Mode III) and Home Maintenance (Mode III with Technical Department).

Oldknow School, Oldknow Road,
Birmingham B10 0HU

Scale 4. HEAD OF CRAFT. Principally Woodwork, but with responsibility to coordinate all Craft activities and the development of integrated courses.

Sheldon Heath School,
Sheldon Heath Road,
Birmingham B26 2RZ

(1,600 boys and girls 11-16).
Required as soon as possible;
HEAD OF GIRLS' P.E., Scale 3. A lively and successful department: wide range of activities; excellent facilities.

Sir Wilfrid Martineau School,
Tile Cross, Birmingham B33 9UE

Required April 1976: GEOGRAPHY teacher to assist within well-established Social Studies Department. Scale 1 or 2 as appropriate. Temporary appointment for Summer Term. Part-time arrangements considered.

VOLUNTARY AIDED SECONDARY SCHOOLS

SCALE 2 POSTS & ABOVE

Blessed Humphrey Middlemore School,
Metchley Lane,
Birmingham B17 0JJ

Scale 4. Applications are invited from suitably qualified Catholic men and women for the post of HEAD OF THE RELIGIOUS EDUCATION DEPARTMENT. Two referees: one must be parish priest.
Teacher of HOME ECONOMICS. Some Needlework an advantage. Scale 2 post for a suitable applicant.
Forms and further details from Correspondent Governor c/o the school.

Holy Trinity R.C. School,
Small Heath,
Birmingham B10 0AX

Scale 3. HEAD OF DEPARTMENT (SCIENCE) in a developing School; specialist facilities and staff already present.
Application forms available from and returnable to Correspondent Governor c/o the school.

COUNTY SECONDARY SCHOOLS

SCALE 1 POSTS

Unless otherwise stated, requests for application forms for Scale 1 posts should be sent direct to Head of the School as soon as possible, together with stamped addressed envelope.

Bierton School, Bierton Road,
Birmingham B25 8PY

Teacher required for a temporary appointment as a teacher of ENGLISH AND/OR HISTORY. Full or part-time considered.

Four Dwellings School,
Dwellings Lane, Quinton,
Birmingham B32 1RJ

Required April 1976 (or September): Teacher for REMEDIAL DEPARTMENT with four other full-time Remedial specialists. Ability to assist with the teaching of English an advantage.

Sutton Coldfield Girls' School
Jockey Road,
Sutton Coldfield B73 5PT

Required for September 1976, well qualified teacher for HOME ECONOMICS. There is a scheme for assistance with removal expenses.

BIRMINGHAM

PRIMARY
Scale 1 Posts
continued

NORTH YORKSHIRE
(County of)
SHIPTON STREET COUNTY INFANT SCHOOL
York
WESTFIELD COUNTY INFANT SCHOOL
York
Required for April at each of the above-named schools, a Second TEACHER (Scale 1) to assist in new 40-place Nursery Units.
Nursery teaching experience desirable.
Application form (stamped addressed envelope, please) from Area Education Officer, Department A, 60 Piccadilly, York YO1 1PW, to whom they should be returned within 12 days of the appearance of this advertisement.

SHREWSBURY
SHREWSBURY HIGH SCHOOL
Girls' Public Day School Trust
32 Town Walls, Shrewsbury
Shropshire
Required for September, 1976, qualified TEACHER to take charge of class of 10-11 year olds.
Please apply to the Headmistress as soon as possible enclosing copies of testimonials and names and addresses of two referees.

SOMERSET
Applications are invited to join the staff of a boys' residential school (roll 35, 9-13 age range) in Somerset. These are new appointments.
No distinction is made between teaching and house-parent staff. The successful applicant will not necessarily be certificated teachers although training in Primary and/or remedial techniques would be an advantage. A practical approach with supportive skills is looked for. Salary is on the Burnham or other appropriate scale. Accommodation available.
Pickstock School, Otterhampton, Bridgwater. Telephone Combwich 652319.

SOMERSET
See displayed advertisement under SECONDARY EDUCATION.

SUTTON
(London Borough of)
Scale 1 posts
BARROW HEDGES PRIMARY SCHOOL
Harbury Road, Carshalton SM5 4LA
TEACHER required to take an infant class aged five to six plus of mixed ability two year age range. Thirty-five children approximately (27th April, 1976).
Applications in the first instance to the Head of the School.

WEST SUSSEX
COUNTY COUNCIL
EDUCATION OFFICE FOR MID-SUSSEX
30 Church Road Burgess Hill
Sussex RH15 9AT
Telephone: Burgess Hill 2636
K. D. Anderson, Education Officer for Area
LONDON ROAD C.P. SCHOOL
Station Road, Burgess Hill
Sussex RH15 9DL
Required, Summer Term, experienced TEACHER for class of top infants.
Required Summer Term, experienced TEACHER for first or second year juniors.
Application forms from Headmaster on receipt of stamped addressed envelope.
Grants towards removal and resettlement expenses payable in approved cases.

WILTSHIRE
WESTBURY LEIGH C.E. CONTROLLED PRIMARY SCHOOL
Westbury, BA13 3SN
(Group 3. Number on roll 110)
Reception Infant TEACHER, Scale 1, with Music required from 26th April, 1976.
Further details and application form from the Headmaster.

WOLVERHAMPTON
BOROUGH COUNCIL
EDUCATION COMMITTEE
Required for May 1976:
ST. THOMAS OF CANTERBURY R.C. J. & I. SCHOOL
Scale 1
TEACHER of Infants to take the reception class.
Application forms should be obtained from and returned without delay to: The Reverend M. McIlrath, St. Thomas of Canterbury's Presbytery, Haywood Drive, Tettenhall, Wolverhampton WV6 8RP.

Middle School Education

Headships

BERKSHIRE
LYNCH HILL COUNTY MIDDLE SCHOOL
Slough
Required September, 1976, HEAD TEACHER for this Group 5 school. Age range 8-12 years. £141 per annum. Local Weighting allowance. Possibility of council accommodation/removal/lodging allowances.
Application forms obtainable from, and returnable to, the District Education Officer, 48 High Street, Slough SL1 1LN, by 27 February, 1976.

DEVON
(Re-advertisement—Previous applicants will automatically be reconsidered)
HEAVITREE C. of E. (AIDED) MIDDLE SCHOOL,
Exeter
(Roll: 201)
Applications are invited from suitably qualified and experienced TEACHERS for the post of HEAD TEACHER, (Group 4, £4,794 to £6,418 per annum, of this 2 form entry Middle School for pupils aged 8 to 12 years. It is hoped that the successful applicant will be an enthusiast with a clear understanding of the educational needs of children within this age group. The Managers seek to appoint a regular communicant member of the Church of England.
The successful applicant will be expected to take up the appointment in September, 1976.
Application forms and further particulars (stamped addressed envelope please) from Area Education Officer, East Devon Area Office, "Morwenstow", 7 Barnfield Crescent, Exeter, returnable by 16th February, 1976.

MERTON
(London Borough of)
EDUCATION COMMITTEE
JOSEPH HOOD MIDDLE SCHOOL
Whatley Avenue, SW20 [illegible]
Applications are invited for appointment in April/September [illegible] the HEADSHIP of this [illegible] school for pupils aged [illegible] years. Currently [illegible] Scale.
London Allowance [illegible] mago facilities; legal [illegible] to £300 and assistance [illegible] moval expenses will all [illegible] sidered where appropriate.
Application forms available from the Director of Education [illegible] House, London Road, Morden [illegible] roy, together with [illegible] on receipt of a stamped [illegible] foolscap envelope. Forms [illegible] be returned to the Director of Education by 18th February.

Deputy Headships Senior Masters/ Mistresses

BUCKINGHAMSHIRE
AYLESBURY VALE DIVISION
WENDOVER C. OF E. MIDDLE SCHOOL
Wharf Road, Wendover
(348 boys and girls)
DEPUTY HEAD TEACHER [illegible] from Summer Term.
Experienced Primary [illegible] with progressive attitude [illegible] tion to work mainly with [illegible] pupils. Assistance with [illegible] sical Education and welfare.
Strength in Mathematics [illegible] or creative activities desirable not essential.
Group 5 Deputy Head [illegible]
Removal expenses up to [illegible] payable in approved cases [illegible] housing allowance for [illegible] chers unable to find [illegible] accommodation.
Application form (stamped addressed envelope) and further details from Head Teacher, [illegible] date 16th February.

HARROW
EDUCATION COMMITTEE
Applications are invited from suitably qualified TEACHERS for following post:—
VAUGHAN MIDDLE SCHOOL
(Group 6)
Vaughan Road, West Harrow
HA1 4EL
01-427 7033
DEPUTY HEAD TEACHER required from the Summer [illegible] 1976, for this Middle [illegible] (Group 6) 8-12 years. [illegible] date should have experience teaching in a Middle School. Interest in Music would be [illegible] vantage.
Application forms [illegible] be returned to the Head Teacher at the school by 16th February.

ISLE OF WIGHT
COUNTY COUNCIL
VENTNOR COUNTY MIDDLE SCHOOL
(Nine to 13, 600 boys and girls)
SECOND MISTRESS required September for this Group [illegible] in which both the Head and [illegible] are male. Apart from [illegible] matters pertaining to the [illegible] post requires an experienced [illegible] cher with a particular [illegible] curriculum development. [illegible] ist interest in English would be an added advantage.
Generous resettlement [illegible]
Form of application and [illegible] details from County [illegible] Officer, County Hall, Newport, Isle of Wight PO30 1UD.

Remedial Posts

Other Posts on Scale 2 and above

BUCKINGHAMSHIRE
WYCOMBE DIVISION
PARTIALLY HEARING UNIT
TERRIERS COUNTY MIDDLE SCHOOL
Terriers, High Wycombe
For September, 1976, qualified experienced TEACHER of [illegible] to take charge of the Unit [illegible] hearing-impaired children [illegible] eight to 12 age range.
Scale 3 post available.
Removal expenses up to [illegible] and housing allowance [illegible] removal are payable in approved cases.
Application forms from [illegible] Education Officer, [illegible] Castle Street, High Wycombe [illegible] 6BD.

Scale 1 Posts

CALDERDALE
(Metropolitan Borough of)
EDUCATION DEPARTMENT
FRIENDLY FOLD HOUSE
TEACHING UNIT
[illegible] Street, [illegible] Halifax HX3 5PT
An experienced TEACHER [illegible] required from May 1, 1976 [illegible] Teaching Unit which is [illegible] part of the Psychological [illegible] catering for children [illegible] seven to 13 years [illegible] learning difficulties. [illegible] appointed will be [illegible] small, mixed group [illegible] ability to take craft, [illegible] work, would be an [illegible] 1 plus Special School [illegible] (Scale 2 may be [illegible] tional qualifications).
Application forms [illegible] Mr. T. Lilley, of the [illegible] (on receipt of a stamped [illegible] foolscap envelope), to whom [illegible] pleted forms should be returned by February 17, 1976.

By Subject Classification

Art and Design

Other Posts on Scale 2 and above

OXFORDSHIRE
TEMPLE COWLEY MIDDLE SCHOOL
(9-13; Roll 450)
Temple Road, Cowley,
Oxford OX4 2HD
Required for Summer Term [illegible] ART and CRAFT CO-ORDINATOR for [illegible] with special interest in [illegible] sional work. Scale 2.
Application by letter giving [illegible] details, including two referees [illegible] should be sent to the Headmaster [illegible] (stamped addressed [illegible] please).

CONTINUED ON PAGE 35

EXTRA

MUSIC: methods ● courses—Winchester, Stirling, Keele ● cathedral choir schools ● the Musketts ● starting a record library ● American developments ● BBC 'A corner for music' ● instrument making ● training and opportunities ● reviews ● Music education for young children project

Students and teacher at the Winchester School of Art music foundation course. See page 44 "Developing professional attitudes".

THE MERITS OF METHODS

A system which is easy to teach is not necessarily good in what it teaches writes Robin Maconie

New methods of teaching music, new aids and new teaching philosophies, appear on the market as regularly as patent medicines. One cannot consume them all: it would be too costly, and would probably lead to acute indigestion. That they appear at all is a reflection on the current health of music teaching which, if taken at face value, would indicate an alarming debility.

There are several kinds of novelty ordinarily promoted. First is the teaching system popular with publishers in which a graded package of learning material, with separate books for pupil and teacher, and often also with cards, wall charts and other ancillary materials, is marketed as a complete programmed syllabus. Publishers like this form because it is safe, can be produced to an exact specification (the official syllabus), and can be expensive. The system appeals to the headteacher with little training, a high turnover of music teachers and money earmarked for music to be used up.

A second variety is the teaching method written by a teacher for whom it has worked; the question here is in what sense, and under what conditions, it may most usefully be practised. Some new methods are practically orientated, involving special codes and signs. Others, reflecting a recent process of upheaval in educational theory generally, adopt a more polemical or philosophical line. Finally, one has to deal with a steady stream of official or semi-official pronouncements, often tedious and lengthy, on the purpose and function of music in education.

In sifting and assessing all this material one is obliged to weigh the respective merits of method and content, practical reality and music ideals. The unfortunate aspect of this is that the demands of effective teaching, as defined in the music syllabus and encapsulated in innumerable package systems, do not as a rule accord with the requirements of sound musical instruction. A system which is easy to teach is not neccessarily good in what it teaches.

How can a reader discern a musically worthwhile method? There are several clues. A good system should be open, not closed; be simple, not, as they say, materials-intensive; above all, be informative about the things and people of music.

Group singing is still the basis of most junior school music teaching, and first steps in playing an instrument are normally taken in the context of singing. The major difficulty here is repertoire; the same songs, hymns, carols, folk ditties, recur from generation to generation of teaching and textbooks, progressively losing what character they may originally have possessed as years of resuscitation and rearrangement take their toll. To be sure, the variety of song material is beginning to widen as publishers cast their nets further afield, and as our schools begin to recognize their own cultural diversity.

Leslie Winters' *Pleasure and Practice Music Cards* (E. J. Arnold), though extending the repertoire slightly, arrange songs for young instrumentalists in so simple a fashion that their freshness and character are virtually lost. Essentially a music reading method, the cards, which come in three sets graded by reading and performance difficulty, may find favour with teachers as source teaching material. Each large quarto-size, glazed card carries a single song, with melody, chords and accompaniment printed in contrasting colours. The concept is interesting, but published in this fashion, probably unnecessarily expensive. Single cards get lost, multiple sets could well be expensive: bound volumes might have been a better form in which to publish.

Colour is also a feature of the teaching system invented by Candida Tobin (*The Tobin Colour Music System*, Helicon Press). Again, this is an aid to reading stave music by colour-coding pitches. Though somewhat messy in practice (as well as wall charts, colour stickers and fibre pens for colouring in the notes are recommended), the method does not imply any limit to the repertoire, adapts freely to any other sensible teaching method in use, and overcomes the difficulty of reading in more than one clef. That being said, there seems little cause to market a system the essential idea of which could be grasped and arbitrarily applied by any competent music teacher, except that teachers who are musically

continued on page 44

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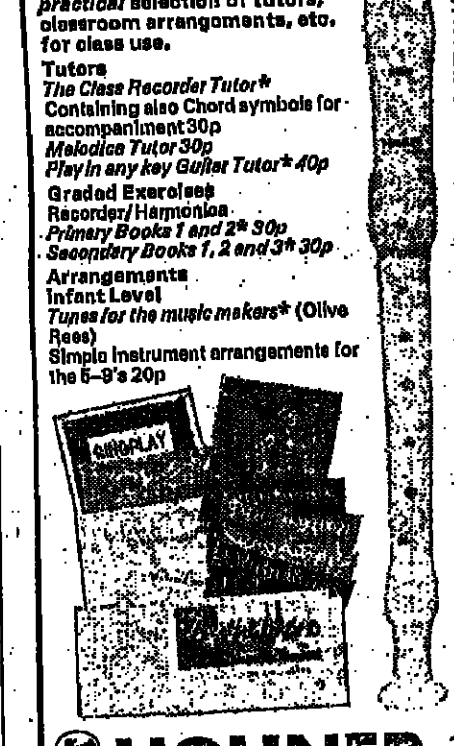

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Cassettes, reels and records are subject to VAT in the UK.

Inspection copies for teachers from

CAMBRIDGE UNIVERSITY PRESS
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rusty may use it to help themselves as well as their pupils.

One may question whether a knowledge of notation is necessary for ensemble playing. The great virtue of two inexpensively produced new publications is that the melodies and songs are so full of character that they inspire movement and musical invention of their own accord.

Vera McNess-Eames' *Let's Dance and Sing* (Stockwell) is an engaging collection of melodies based on a variety of musical forms. They are nevertheless convincingly authentic in rhythm and tone, and make a welcome and thoroughly refreshing change from the customary infant fare.

Slightly different in appeal but no less inspiring is Odette Thomas's *Rain Falling Sun Shining* (Bogle-L'Ouverture), a collection of songs evoking life in and out of a Trinidad village junior school. The charming lyrics, written in the local English, have been set in calypso style by 16-year-old Chris Cameron, a student at the Royal College of Music. Apart from the obvious attractions of lyrics including one beginning "Jean get licks in school today/For hitting Janet Hill" and ending "Tomorrow Jean mother coming/To fix-up Miss McLean", and of a music of great natural energy and rhythmic complexity, the collection ought to stimulate teachers and pupils alike to invent their own material, using music as a form of social study.

The Ward method of teaching music, invented by Justine Ward, is an example of the closed teaching system. The more closed a system, the more it aspires to philosophy. Essentially a reading system, with some interesting ideas in notation and liaison, it is geared, however, solely to singing, without instruments, and to a repertoire of extraordinarily limited range. It is difficult to agree with the author's strictures against the musically advantaged, ie, those who happen to be musically gifted, or to learn a musical instrument, without somehow sensing that the Ward method is dependent on musical illiteracy.

Learning to sing, for a young child, is primarily a matter of practising an already acquired vocal skill. Learning an instrument, on the other hand, is more complicated. Purely vocal training, though easier to teach, develops neither the feedback nor the motor skills of elementary instrumental practice. The Ward method offers to qualify adults as music teachers after four fortnight-long vacation courses. Music is not acquired so easily; it begins to look like a catch-word for enlisting the ignorant to distract the untalented.

The sixties have generated an amount of dissent among a younger (now middle-aged) generation of teacher-composers. R. Murray Schafer is a prominent member of what might be called the gee whiz approach to music in the classroom. In *The Rhinoceros in the Classroom* (Universal Edition) he looks back over a decade of reaction and innovation in the music teaching sphere. Mr Schafer is a composer, and he is not a particularly good composer: some of his sentimental, rather flabby avant-garde pieces have been performed in this country. His teaching arouses similar forebodings, I am afraid. One becomes weary of [illegible] method which does [illegible] answers, an enthusias[m] [illegible] ing and making sound[s] [illegible] not appear to generat[e] [illegible] for those composers [illegible] present day whose mu[sic] [illegible] from these skills, [illegible] McLuhan pose of [illegible] reading.

In *Musical Involvement [illegible] to Perceptive Listening* [illegible] Brace Jovanovich), [illegible] and Kenneth Munson [illegible] principle of unprejudiced [illegible] to an admirable [illegible] recorded music [illegible] fortunately, the sort of [illegible] readers are advised [illegible] to cultivate, is that [illegible] taking faculty endemic [illegible] musicology (and academic [illegible] ing). It is a splendid [illegible] together works by [illegible] Berio, jazz and spiritual [illegible] thesizer and the shamb[les] [illegible] defeating then to be [illegible] beats.

But of course, the lim[its] [illegible] any system are those of [illegible] a conclusion voiced by [illegible] Bentley in a somewhat [illegible] review (*Music in Educ*[*ation*] [illegible] *point of view*, NFER) of [illegible] similar revolutions in mu[sic] [illegible] ing. Dr Bentley, alas, is [illegible] of heads, and he regrets [illegible] of those generally accep[ted] [illegible] dards and skills which [illegible] gress in learning an easy [illegible] tabulate. One can share [illegible] for the decline, while off[ering] [illegible] the comfort that these [illegible] skills are now again on [the in]crease; I suspect, however, [illegible] day of the statistics [illegible] structured reading me[thods] have gone for good.

DEVELOPING PROFESSIONAL ATTITUDES

Brian Eastop, head of music, on the music foundation course at Winchester School of Art

The music department at Winchester was established in 1965, after the Gulbenkian report, *Making Musicians*, recommended that full-time specialist training for young musicians should begin at 16. The department was one of the earliest foundation courses in the country and in its central position in Winchester was planned as a county department.

Hampshire has for many years given serious consideration to the training of gifted musicians. As well as the Winchester department they operate a flourishing junior exhibition scheme operating in schools throughout the county. Most students on the school of art music course are former county exhibitioners. An appropriate high level of teaching has been maintained in both areas and where needs of students cannot be met locally, they go to London for their lessons. Hampshire has therefore been generous towards her young musicians and a reasonable financial structure enables good opportunities for training. The county also offer minor awards/lodging grants for Winchester students who need financial support for accommodation in the City.

The music department benefits from the artistic environment offered by the art school. The school has degree courses in fine art, textiles and sculpture, as well as foundation courses in art and music.

The two music foundation courses, while similar in content, are geared to the needs of students aged 16 plus and 18 plus respectively. For students aged 16 the course provides an alternative to traditional sixth-form studies. The one-year course for the 18s enables students who have completed their sixth-form studies to concentrate on musical skills before moving on to a conservatoire.

These students have completed their A level studies and can give adequate time to practice, ensemble playing, and external repertoire, etc. This innovation arose because many sixth-form college students found the curriculum they followed for their general education prevented them from reaching the high standards of performance required by the potential professional musician.

Most of the 24 music students enter at the age of 16 and follow a two or three-year course. These students are recruited from a large area of southern England in the new county of Hampshire, including Portsmouth, Southampton and Winchester and other densely populated towns such as Andover and Basingstoke in the north and Havant and Fareham in the south. Entrance is by audition and competition is keen. The foundation course is basically a full-time music course. However new entry requirements for conservatoire graduate courses —two passes at A level—means that students must study a second A level, music being an integral part of the foundation course.

Since the department was established, there have been two priorities—a high level of teaching and time for practice. All students play two instruments and many reach post Grade VIII standard in both instruments. Versatility in the skills of today's young musicians is essential if employment prospects are to be realistic and any teaching commitment is to be effective. Many of our students might well be accepted for "performer" courses at conservatoires but most opt for "graduate" courses in order to be equipped for the inevitable roles of the professional musician in modern society, most musicians earning their living as performer/teachers.

While examinations are inevitable, the course is not entirely geared to the syllabus of any one examination. A level music is included, but does not dominate the timetable. Practical grade examinations are more important and many students read diploma standard before they leave Winchester.

The curriculum contains the usual traditional elements normally associated with examination requirements. Most important of all, it aims to develop the whole musical personality through activities such as ensemble playing, accompanying, free composition and improvisation. None of these seen as singular activities, but as a means of developing musical qualities such as sensitivity, drama, reliable aural perception, good ensemble playing, interpretative understanding and an extension of repertoire.

Our programme of daily aural training, keyboard harmo[ny] [illegible] culminates in the mos[t] [illegible] musical experiences—free [illegible] tom. Not that all our [illegible] are seen as future Beeth[ovens] [illegible] Benjamin Brittens, altho[ugh] [illegible] some, composition has be[en] [illegible] principal study at music col[lege] [illegible] awareness of artistic and [illegible] sional competence is very [illegible] goal of our students.

As well as extensive [illegible] playing, general music [illegible] classes and accompanying [illegible] curriculum contains the fo[llowing] elements: individual lessons [illegible] strumentational studies; sig[ht-sing]ing; keyboard harmony; [illegible] training classes; history [illegible] lectures in twentieth-century [illegible] —development and rep[ertoire]; opera class; coaching for sing[ing] German/Italian/French class [illegible] local evening institutes; [illegible] harmony and counterpoint; [illegible] ensemble.

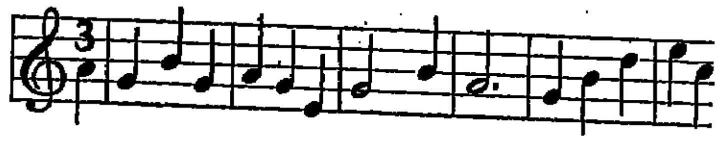
The department is form[illegible] receiving regular invitation[s] [illegible] several local arts soci[eties] [illegible] students concerts. Indeed [illegible] opportunity is taken for [illegible] to perform in public. [illegible] tional end of term concert [illegible] known throughout Hamp[shire] [illegible] the high standard of pe[rformance]. Public concerts both [illegible] of the college are su[pplemented] by more informal lunchtime [illegible] sal concerts at regular [illegible] throughout each term.

During the past fe[w] [illegible] students have contributed [illegible] casts by the local radio [illegible] BBC Radio Solent. The dep[artment] works closely with the co[unty] [illegible] service and many of our [illegible] are members of the H[ampshire] County Youth Orchestra.

The department [illegible] musicians, who are [illegible] performers as well as being [illegible] enced teachers. Students [illegible] develop a professional [illegible] their work and good re[illegible] demands which face [illegible] musician.

We are known for our [illegible] on performance — in the [illegible] sense, and the developme[nt] [illegible] creative skills. We aim to p[rovide] [illegible] the conservatoires with [illegible] Hampshire musicians who [illegible] realistic technical skills, [illegible] with a mature attitude toward[s] [illegible] mechanics of their chosen p[rofes]sion.

WORTHY OF NOTE



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Longman

[I]N QUIRES AND PLACES WHERE THEY SING

Three London cathedrals still maintain private preparatory schools solely to provide boy choristers... but is the expense worthwhile? By Davitt Moroney

[I]n the face of current trends in [e]ducation, as well as current litur[g]ical tendencies inside their own [c]hurches, three London cathedrals [st]ill maintain private preparatory [s]chools solely to provide boy chori[st]ers for cathedral services. The [c]ost of these schools, each of which [e]ducates about 40 boys, all boarders, [is] enormous, so why do the appro[pr]iate Anglican authorities at West[m]inster Abbey and St Paul's, and [th]e Roman Catholic authorities at [W]estminster Cathedral consider the [ex]pense worthwhile?

The arguments in favour of the [s]ystem are simple, if rather out of [fa]shion. Colin Mawby, master of [m]usic at Westminster Cathedral [w]hose choir school is the only such [o]ne maintained by the Catholic [Ch]urch in England) asserts "If you [be]lieve in God, then worship must [be] offered in the highest possible [fo]rm." The head of that school, [illegible] V. Commerford agrees: "Liturgy [is] an artistic expression of man's [wo]rship of God."

In return for helping to create [th]is artistic expression, the boys are [ed]ucated. Such a straightforward [ex]change is only found at St Paul's, [wh]ere no fees are paid. At the [ot]her two, normal preparatory [sc]hool fees apply and the musical [ad]vantage is considered a privilege.

Apart from the lofty ideal, Mr [M]awby also sees the school as "a [so]urce of trained musicians". He [em]phasizes that singing in a profes[si]onal choir is a strict and produc[ti]ve discipline. Christopher Dearn[le]y, organist at St Paul's, agrees [co]mpletely with the prime religious [pu]rpose, and also clearly sees the [m]usical training as a good form of mental training which teaches the [b]oy to be alert. The individual [le]arns to work as one of a team". [H]is counterpart at the abbey, [D]ouglas Guest, feels that "the vital [th]ing really is musical, but closely [li]nked with all that go the moral [v]alues, religion (for lack of a bet[te]r word), and a sense of responsib[le] behaviour".

The boys are selected at about [th]e age of eight and normally sing [u]ntil they are 14. They have a [y]ear's training as a probationer and then are gradually introduced to performing in public. Soon they do it virtually every day and each time their performance must be perfect; there can be no "public rehearsals". By the age of 10 a boy must have learnt to be professionally reliable, which in a choir means a paradoxical blend of the individual force of personality with a highly developed split-second skill to adjust to others. This requires a considerable capacity for concentration, but the skill developed here helps considerably with academic work.

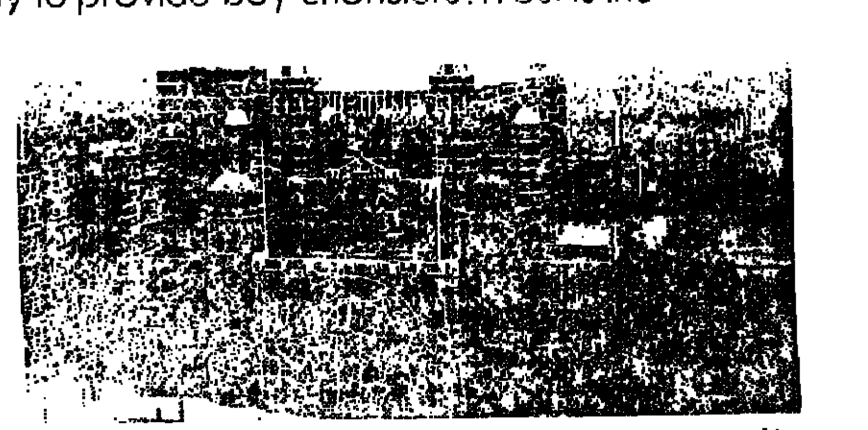
The boys practice every day, and Sunday is, of course, their busiest day musically. Their school terms are longer than normal since they must be present to sing the services of Christmas and Easter. Their choir work means that they have to fit in about 15 hours of singing each week on top of a normal prep school routine. Furthermore, many boys also take private lessons on musical instruments (at the abbey every boy learns two instruments) and this private music-making requires more practice.

Most of the boys do well academically. In fact they are not accepted into any of the schools in the first place, no matter how beautiful their voice, unless their academic abilities suggest that they will cope with the pressure. At St Paul's, where eight boys leave each year, no less than 83 scholarships to public schools were won in the past 16 years, of which 60 were in music.

In all three choirs the musical repertoire is firmly based on "the golden age" of English choral music, from William Byrd to Orlando Gibbons, but it extends right up to the present day. Such a variety is a national assertion. A fine repertoire of English choral music exists covering the past 500 years and it is one of our finest national cultural heritages, especially the music written during the sixteenth and seventeenth centuries. Unfortunately most continental choirs still seem almost totally ignorant of this. The masters of music at these three London churches feel very conscious of their duty to maintain this English tradition.

In the early years of this century, under the musical guidance of R. R. Terry, Westminster Cathedral led the world in the revival of much of this fine music; many fine works by Tallis, Taverner and Byrd received their first modern performances there. Nowadays the choristers' repertoire also includes several continental excursions into the music of Mozart, Schubert and Bach, as well as Palestrina. At first sight this seems a broad musical education, but Colin Mawby has doubts. "It is a very good training in a particular type of music but it tends to be too specialized; also, inevitably, the boys sing almost exclusively sacred music. Musically, this is the weakness—an enormous weakness—of the choir school education."

The schools at the abbey and St Paul's are financed by their respective deans and chapters, while at Westminster Cathedral the diocese as a whole has to subsidize the school. (It has contributed nearly £100,000 over the past five years.) Although the two Anglican schools do not yet seem over-worried by a cash crisis, the Catholic one is clearly more troubled. A few months ago the adult gentlemen of the choir, all professional singers, were in effect dismissed because the cathedral could not afford to give them a pay rise. In fact they have been given a reprieve for a year, with £8,000 from the Church Music Trust. More recently still, it was announced that the school would have to close down completely, due to lack of funds. A concerted effort on the part of parents (a response to Cardinal Heenan's telling them just a few days before his death that the preservation of the school was one of his most ardent wishes) has managed to postpone the axe until 1977, but the school's future remains extraordinarily precarious unless much more substantial sponsors come forward to help it maintain its unique tradition.



Westminster Cathedral: "Liturgy is an expression of man's worship of God."

Despite the economic gloom, Fr Commerford was recently able to spend a large sum modernizing his school. Yet no one at Westminster Cathedral seems sure that the choir school will really be there in five or 10 year's time. Fr Commorford bluntly comments that the school does not exist "merely to maintain an artistic tradition". Perhaps this is why Colin Mawby was the one to complain that some corner should be found for such schools inside the state educational system.

One fact that no one seems to take seriously is that there could be some pooling of resources between the three schools. Everyone agrees that it might be possible in theory, but feels it would break down in practice. Christopher Dearnley pointed out, not too seriously that the most convenient centralized site geographically for such a joint school would be Soho, a district not normally associated with choirboys. It is argued that each church has its services at different hours (requiring the boys to be out of classes at different times); that the tight relationship between school and church is only possible if the boys are on site and able to move from a maths class to sung matins within five minutes (and back again); that the musical traditions of the Anglican and Roman churches differ, and so on. But it is obvious to an outsider that the things which unite these schools educationally, musically, religiously and geographically as well as numerically, are far greater than their differences.

At present their closest contact seems to be at the level of football matches and Christmas parties.

Quite apart from being an excellent ecumenical venture, a degree of interaction is not impossible, could be quite profitable and would be a courageous stand for the maintenance of what the Dean of Westminster quite rightly praises as a "*sui generis* form of education". The choir schools provide wonderful musical advantages both in teaching and practical performance, but they can only exist at present if they fulfil their liturgical *raison d'être*. Given this volatile situation and the added tension between normal academic subjects and the musical specialization which takes up so much time, it is remarkable that these schools continue at all.

If anyone objects that these schools are exclusive, and give a privileged education to a few intelligent musical boys who are lucky enough to be chosen, they should remember Fr Commerford's comment that "liturgy, of course, also has the purpose of teaching people". Unlike any other such private system, choir schools enrich our cultural and religious heritage everyday. Any day of the week, all you have to do is go in and listen.

[A]ROUND THE WORLD MUSICAL TOUR

Michael and Doreen Muskett introduced by Sarah Thomas

Michael and Doreen Muskett first considered giving concerts for children when Michael, a professional clarinettist, started teaching music to schoolchildren in Hertfordshire. Noticing the widespread but unimaginative use of the recorder in schools he began to study the instrument, while his wife, a trained pianist, took up the harpsichord. Soon they began giving recitals of original music for recorder and harpsichord in schools all over the county, which, as they put it, proved to be an "eye-opener" for children and often their teachers, whose training had given them little idea of the real possibilities of the instrument.

It was not long before their growing interest in rare and historical instruments had expanded their programmes into a sort of round-the-world musical tour in which everything from a 1,000-year-old Nicaraguan ocarina to the modern clarinet found a place. "Flutes, Reeds and Whistles", as they called this lecture-recital, became such a success that their services were soon demanded not only by schools but by music clubs and festivals, and they also made a six-month tour of the United States.

It is certainly good entertainment for any age and the Musketts are friendly, informative, funny but never patronizing. I watched a packed audience of parents and children in the Purcell Room of London's Festival Hall sit enthralled through an ambitious one-and-a-quarter hour of musical treats, starting with a cunning demonstration of how to play an ascending scale on a drinking straw by cutting off lengths with a pair of scissors as you go, before launching into a fascinating tour of a host of musical instruments. The familiar recorder and clarinet gave way to such curiosities as the Romanian taragato (like a wooden saxophone) and the eminently practical musical walking stick.

The music ranged from medieval songs and dances to folk music and even a complete sonata for recorder and harpsichord by Geminiani. Considering that quite a few members of the audience were well below school age it says much for the Musketts that there was less noise and fidgeting than there often is at a symphony concert.

Since then the Musketts have introduced "Drums, Drones and Dulcimers", designed for a slightly more sophisticated audience, secondary rather than primary schoolchildren, though again many younger children appear to enjoy it. Its limitation is its use of the idea of the drone as a basis for a full-length programme; it stretches the possibilities of this musical device to their limits, and a less rigid formula might have proved more effective.

Nevertheless, the programme is full of interest, and many of the instruments are splendid to look at as well as to listen to—the Romanian Alp-horn, for instance, an extravagantly long, white ice-cream cone of an instrument straight out of the angelic consorts of the Renaissance.

And how all these stringed instruments from the dulcimer to the enchantingly beautiful Norwegian langeleik make one aware of the monotony of the ubiquitous guitar. Mrs Muskett assures us that they are easier to play than the guitar, so perhaps our education officers

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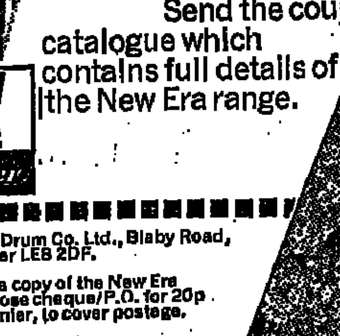

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will be moved to order quantities of Appalachian dulcimers and French epinettes.

As to the Musketts' own remarkable skill on so many different instruments (Mr Muskett even makes some of them himself), they can only be described as the compleat musicians, like the medieval trouveres to whom they paid tribute.

Acting on the comment from several members of their audience: "I wish you would present the same sort of programme for string instruments as you do for woodwind", last year they embarked on a new series of seven programmes in the Purcell Room, for children and parents. In each of these programmes, one or two families of instruments are introduced with the help of other expert players, the history and origin of the instruments are described, and as many unusual members of each family as possible are played in their original musical context. This series has stimulated tremendous interest.

Four programmes still to come are "Harpsichord, Clavichord and Piano forte" (February 15), "Fiddles and Fiddlesticks" (March 7), "Festive Flutes" (April 4) and "Strings to Strum" (May 23).

Another venture the Musketts embarked on for the first time in their concert in the Queen Elizabeth Hall on December 27 ("Flutes, Reeds & Whistles"), was the us[e of] slides back projected on[to a] screen. The pictures [were not] only close-ups of the [instruments] (something which is very [useful in] describing the mechanism [of a harp]sichord jack, for example) [but showed] the historical and geograph[ical set]tings in which the m[usic would] have been played, by the [use of] contemporary paintings [of medi]eval, Elizabethan or [Baroque] musicians.

The Musketts are now u[sing this] "visual aid" in many [of their] concerts (including perform[ances in] France this April) becau[se its] use adds to both the educ[ational] and the entertainment valu[e of their] musical performances.

Michael and Doreen Muskett with members of their young audience.

ON STARTING A RECORD LIBRARY

In the first of three articles David Foulger concentrates on instrumental and chamber music

One of the difficulties facing a teacher who wishes to start a record library for use in the classroom, is the vast and bewildering amount of music of all kinds available on disc. Few schools allow a large budget to their music department, a very short sighted policy, since once a child's interest has been aroused, the enrichment which a love of music can give them for the rest of their lives is of inestimable value.

So on a limited budget it is important that a library of 100 records should be as wide ranging and representative of as many different styles as possible, so that children realize that classical music is not something written a couple of centuries ago but has been a continuously developing art form for the last thousand years, and is still developing and being composed today.

Far too often I hear from young people a reference to modern music, meaning to them the current Top Twenty, while remaining unaware of the fact that Bartok or Stravinsky lived in this century, or that Berio, Boulez, Britten, Henze, Tippett or Stockhausen are still very much alive and actively producing all sorts of music, which should if their ears have not been closed, mean a great deal to them as the music of their own age.

Therefore in selecting a basic library of approximately a hundred records I have kept these criteria in mind, and, wherever possible, recommended a good budget priced record, so that limited finances can be stretched as far as possible. I do not agree with the theory that any old recording of a standard classic will do for untutored ears, for the music has got to make its full effect to grab the attention, and only the best performances will do this.

In this first article I am concentrating on instrumental and chamber music, often neglected in favour of orchestral works. But I am suggesting that this should form about a third of any record library and I would start with a couple of discs which show, in one case, the beginnings of solo instrumental virtuosity, and in the other the dances from which so much music of the baroque and classical periods is drawn.

The lute was, and still is, one of the most difficult instruments to master and nowhere is it heard better than in Julian Bream's record *The Golden Age of English Lute Music* (RCA SB 2155 £2.99).

The playing of the Collegium Terpsichore in a collection of Renaissance dance tunes collected and arranged by Praetorius and Schein, is highly infectious. A seventeenth-century hit parade selection (Archive 198166 £3.25) includes very good documentary notes.

Baroque instrumental music is so dominated by Bach that it is too easy to overlook the French or Italian schools. I would first like to draw attention to the superb series of complete harpsichord works of Couperin by Kenneth Gilbert. Selecting just one from these 16 records is not easy but I suggest record five which contains the famous "Barricades Mystérieuses" and the group of four pieces "Les Petits Ages" (RCA LHL 1 5048 £1.99).

Another composer, even more prolific for the harpsichord, was the Italian who emigrated to Spain, Domenico Scarlatti. Ralph Kirkpatrick is not only the greatest authority on this composer, but is also a fine performer, and his Archive record (2533 072 £3.25) gathers together sonatas which cover a wide range of these masterpieces.

With great restraint I have limited my selection from Bach's instrumental works to three discs of music for solo instrument. Arthur Grumiaux's powerful but sensitive playing of the second sonata and second partita (which includes the famous chaconne) for solo [violin]; Lionel Rogg's performances [of some] of the best known organ work[s (the] D minor toccata and fugue a[nd the] C minor passacaglia) o[n an] eighteenth century Silbe[rmann] Organ (ORYX 1751 £1.49); a harpsichord recital, with G[eorge] Malcolm in brilliant form, p[laying] the Chromatic Fantasia and F[ugue,] the Italian Concerto and th[e] French Suite (Decca SDD [...] £1.99).

Three further issues, which [could] well be used to demonstrat[e the] growth of the string quartet, a[re the] Janacek Quartet's outstandin[g play]ing of Haydn's opus 3 no 5 (p[ossib]ly this is not Haydn but it's [fine] music) opus 33 no 2 and opus [...] 2 (Decca SDD 285 £1.99). [Of] the fine set of quartets [dedicated] to Haydn, [the] Mozart dedicated to Hayd[n ...] Hunt Quartet K 458 is [...] tively played by the [Quartetto] Italiano and is coupled [with the] wonderful E flat quartet [...] (Philips SAL 3633 £3.10). A [...] of records from the same [...] complete Beethoven cycle [...] three Rasumovsky Quartets, [...] (Philips 6747.139 £4.95) a re[...] gain this.

From Walter Klien's comple[te recordings] of Mozart piano music, I w[ould sug]gest the one which contai[ns the] three sonatas in A major K33[1,] [...] major K332 and B flat major K3[33] (Turnabout TV 37004S £1.[...]) while as a starter for the Beethov[en] sonatas it would be difficul[t to] better Stephen Bishop's coupling [of] the last two sonatas opus 110 a[nd] 111, in performances of [...] insight (Philips 6500 764 £3.10).

From these works which look [for]ward to the Romantic era, it is o[nly] a short step to the sonatas [of] Schubert. Alfred Brendel['s] coupling of the last Sonata in [B] flat, with the *Wanderer Fantasy* gives us an opportunity to hear bo[th] the lyrical and dramatic sides [of] Schubert's style. This romantic

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[...] style of piano writing was further developed by Schumann in his C Major Fantasy one of the greatest masterpieces in the piano repertoire, which Maurizio Pollini plays magnificently (DG 2530 379 £3.25), and Brahms in his *Handel Variations* where the technical difficulties are no problem for Stephen Bishop, who includes several of the late piano works in deeply felt performances (Philips SAL 3758 £3.10).

In the field of the romantic piano one cannot forget Chopin or Lizst. The waltzes have always seemed to me to contain the essence of Chopin's style, and no one has caught this style more beautifully than Dinu Lipatti (HMV, HLM 7075, £1.80) while the more flamboyant music of Lizst finds an admirable interpreter in Claudio Arrau, whose performance of the B minor Sonata, finds great depth in this music where others expose only surface brilliance (Philips, 6500 043, £3.10).

Returning to chamber music, two works which are the peaks of their particular styles are Schubert's *Death and the Maiden* quartet, played in fine style by the Melos Quartet of Stuttgart (DG, 2530 533, £3.25) and the Brahms Piano Quintet in F minor Opus 34, which receives an exuberant performance by Andre Previn and the Yale Quartet (HMV, ASD 2873, £3.20).

Moving into the twentieth century, we find composers such as Bartok, stretching the string quartet to limits hitherto undreamt of, with his extension of the technique of string instruments, coupled to an advanced yet traditionally grounded harmonic language. His third and fourth are played with power and brilliance by the Julliard Quartet (CBS 61119 £1.99). Shostakovitch is less advanced in his musical language than Bartok but his idiom is none the less individual, as can be heard in his Piano Quintet opus 57 which is given a deeply moving performance by the Borodin Quartet with Lyubov Yedlina (HMV ASD 3072 £3.20).

On the other hand, Stravinsky's chamber works do not easily fit into these earlier moulds, his interest lying more in unusual instrumental combinations. Five of these works, the Octet for Wind Instruments, Pastorale for Violin and Wind Instruments, Ragtime for Eleven Instruments, the Septet, and the Concertino for Twelve Instruments, which range in period from 1918 to 1953, are expertly played by the Boston Symphony Chamber Players (DG 2530 551 £3.25).

Webern's works for string quartet range from the late romantic style in the quartet of 1905, to the quartet of 1928, music stripped to the bare bones, but which says as much in five minutes as other composers do in half an hour. This fascinating music is given superb performances by the Quartetto Italiano (Philips 6500 105 £3.10).

The piano, in this century, has undergone as many transformations as instrumental combinations with composers searching for new sonorities. From Debussy's atmospheric tone colourings of the first book of *Preludes*, of which there has still been no finer interpreter than Walter Gieseking (French Pathé 2C.061.00412 £3.29) to Bartok, while greatly influenced by Debussy's harmonies, transformed them into his own highly percussive style. The final volume of *Mikrokosmos*, the *Out of Doors Suite*, and the Sonatina form an admirable introduction to this music and are given intense and fiery performances by Stephen Bishop (Philips 6500 013 £3.10).

David Foulger's next article will appear on July 16

COUNCIL

By Jack Dobbs, chairman, UK Council for Music Education

For several years there has been a growing awareness of the need for a comprehensive national body in this country, both to represent the United Kingdom internationally, and to act as a coordinating agency for the organizations responsible for music education.

This need became more urgent when the International Society for Music Education decided to disseminate information to members only through each country's national association of music educators, and to use that association as their agency for the selection of representatives to their conferences, commissions, working parties and other projects.

In May, 1972, delegates from schools, colleges, universities and other voluntary and professional organizations involved in music education met in London to discuss the aims of such a national association and to begin to plan for its formation. Two years later, after a constitution had been drafted and sources of financial aid explored by an elected working party, a second meeting unanimously agreed to go ahead with establishing the United Kingdom Council for Music Education.

The council were seen as a medium for bringing together in a working relationship all groups active in music education. This would provide a common meeting ground for discussion and make available an organization for joint ventures. They would review local and national policies and support with all the means at their disposal approved national and international schemes.

One of the first responsibilities of the executive committee has been the selecting of speakers and performing groups to represent the United Kingdom at the next ISME conference in Montreux in July.

The council is also planning events of interest to all concerned with music education as well as its own members. The first of these is a one-day conference at the City University, London, on Saturday, March 13. The subject is "The Composer in the Community" and composers, their sponsors, and music educationists will discuss together how composers can become more fully involved in education and within the community as a whole.

Applications for membership of the council and inquiries should be addressed to the honorary secretary, Eric Stapleton, Education Department, PO Box 47, Threadneedle House, Market Road, Chelmsford CM1 1LD.

Would publishers please note that music, etc, to be considered for review in the next *TES* Music Extra should arrive no later than June 1.

VOICE-PLAY EXPERIMENT

Albert Chatterley of BBC School Radio describes a new series of 'A Corner for Music'

About six years ago in a moment of what proved to be rewarding thoughtfulness, I stumbled upon an idea for a year's radio series for infants which I hoped would raise creativeness in the music corner. The idea was to provide something which would get children using the instruments confidently and with imagination. They would become composers in embryo, trying and discarding ideas and developing their abilities in music from inside themselves as they went along. The stimulus was to come from descriptive situations and stories and the method was for little groups of children to play along with the tapes in the music corner, away from the normal pressures of classroom direction.

I did a fair amount of proving in infant schools around London so I was not surprised when it seemed to work. But I was not prepared for three things. The first, that in spite of the attendant problems of tape recording and classroom organization, the series would become popular with many teachers; the second, to be asked to make a second year's programmes two years later so that schools could have a complete two years run without a repeat; and, finally, that other effects would emanate from the activity itself, particularly the children's willingness to chat freely and constructively to each other and to the disembodied voice coming off the tape, while playing the music. It was this third aspect, that of language, which gave me the idea for a third year of programmes.

In the past I have asked the children specifically to use their voices as instruments on a few occasions. In these new programmes voices will feature much more in the form of voice-play. The instruments will be there too, but in the main we shall experiment with voice-sounds of all kinds. Included in these will be all the consonants used in English, singly and in groups. Again, melodic work with voices will inevitably involve intonation patterns, which will lead us away from simple sounds, into words and phrases.

Of course this is a music programme. But at the back of my mind, and not so far back either, is the thought that in the same way that instrument play in the music corner leads to greater facility and easier teaching where class music practice is concerned, voice-play will lead to more fluent speech. It will be especially helpful for immigrant children, children with speech difficulties, and in teaching reading generally. Children's reading difficulties often stem from an inability to produce correctly the sound that goes with the letter. They will get a lot of practice in *A Corner for Music—Conversations*. The teachers' notes can be ordered on the next BBC Schools order form, due out in March and the programme begins in September.

Stephen Bishop-Kovacevich. Courtesy of Phonogram.

MUSIC ON THE MOVE

More and more American children are becoming involved writes Andree Brooks

So much experimentation has recently taken place into better ways of teaching music to children in the United States that the 62,000 member national organization, the Music Educators National Conference, put out two special booklets detailing many of these new programmes and their achievements*. The title of the first, *The Music Revolution*, is in itself indicative of this change.

All round the country music is on the move. No longer is it confined to singing traditional songs or playing classics. More and more American children are becoming involved with every type of music in the school curriculum where, in many cases, it is being used to teach other subjects as well. For example, when children are encouraged to write their own songs, they quickly master a variety of auxiliary skills such as rhyming techniques, creative use of language, new vocabulary, cultural or historical facts needed for a theme and even the complex technical and electronic know-how of a synthesiser.

All this has come about mainly through the imagination and enthusiasm of a few gifted teachers in many different types of communities in the United States who all started from the same basic premise—the untapped desire in children, no matter how young, to develop and compose their own music as the key to stimulating interest. Once the children are able to see this happen—however primitive the initial composition—they become interested in learning to write down notes, play the necessary instrument, master underlying musical form and theory, and even seem to develop a far greater appreciation of how a professional composer puts it all together.

The guitar as a trendy, popular, relatively simple and inexpensive instrument has been behind many of these programmes. Group guitar is taught in classes of all age groups and abilities because, with a few basic chords, the children can readily find a sense of achievement by singing simple songs. They soon go on to composing their own and the rest takes off from there.

Most of the innovative teachers are especially concerned about the need to bring more up to date music into schools. Rock, jazz, folk and electronic music—so much part of the pop scene—receive a ready and willing audience from which to lead students into many different types of music in all its aspects.

An early electronic music programme, started at Greenwich High School, Connecticut, several years ago, is now one of the most popular non-required courses in the school. Even "problem" students flock to listen and spend time at the synthesizer making their own compositions. "They even come down after school", says Ann Modune, who dveloped it, "fascinated by the music they can make on the synthesizer and the professional sound they can produce when they put it all on tape".

After an elementary course in the use and range of the machine, she gently introduces form, harmony, and fundamental theory. For some it is an extension of previous skills on a conventional instrument; for others it is the start of a real interest in the subject. The more technically minded may use it as an adjunct to their work in physics or mathematics.

Music colleges and teacher-training courses, now also trying to

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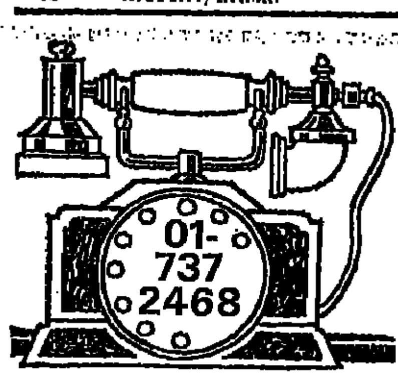

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MAKING AND PLAYING

Making instruments in school is becoming fashionable writes Peta Levi

An 11-year-old pupil at Mont Nicolle Primary School, Jersey, at work on the harp he is making with five other children.

It is break time at Minster Junior School, Warminster, Wiltshire. Competing with playground noise is the noise of music-making from groups of seven to 11-year-olds who come to the music resource centre to play one of the 35 instruments (psalteries—eight-string and bow—glockenspiels, tubular bells and simple percussion instruments) made by pupils, staff and caretaker. There is great excitement to play their first two-octave instrument, a zither, just made by the caretaker and the head, Ioan Jenkins (a violinist).

"We reckon we are lucky", says 10-year-old Joanne, "because we are the only school in the town to make our own instruments."

"Are you still making instruments?" was the first question asked by a returning pupil who had moved away for two years.

Among the experimenting groups of players, one child usually takes the lead, organizing and conducting the rest; frequently two pupils slip away to a practice room, one to teach a tune to the other. On the return of one such pair, a nine-year-old teacher-pupil exclaimed: "I cannot do anything with him; he just will not concentrate."

Until staff cuts last term, one afternoon a week was devoted to activities, when each pupil had a choice for the term of chess, needlework, music club, etc; this provided time to make instruments and music. Mr Jenkins is determined to solve this problem, possibly with the help of parents with specialist interests; at present music-making only takes place during breaks.

Making instruments in school is becoming fashionable, with increasing interest in musical instrument technology and its relationship to music. Many teachers are discovering how easy it is to make simple instruments and find that it breaks down their own and their pupils' inhibitions about musical limitations and encourages the playing of more sophisticated instruments.

Most teachers appreciate the integral part that music plays in a balanced education, but only a few are starting to see that music, craftsmanship, technology and science can be combined in creating an instrument.

Gordon Jones, head of the craft department at Les Quennevais School and Community Centre, St Brelade, Jersey, provides a good example of school instrument-making at its best. Mr Jones explained that before 1958-60, when it became popular to make guitars, little instrument-making had taken place at school, though his department had made an Italian bent-backed harpsichord, several glockenspiels and lyres.

In 1966, when Ronald Roberts came to the island to lecture to teachers, the foundation was laid for their present work. The next impetus came in 1973, after Mr Jones attended the only DES instrument-making in-service course, held annually since 1971. The next is at West Dean (April 7-15). "It gave me insight into what could be achieved and brought out the importance of liaison between departments", says Mr Jones.

Ieuan Owen, an HMI involved with the DES course, says: "The aim is to bring together people in education with different disciplines (physicists, technologists, professional musicians, heads and craft teachers) to explore the possibilities of overlapping work and clear away mystiques."

The recorder revolution has been followed by a renaissance of medieval instruments, "but where are we to get medieval instruments if we don't make them?" asks Mr Jones.

At Les Quennevais (now a coeducational comprehensive, which has a close link with the 11 feeder primary schools, as well as incorporating adult education), the instrument-making falls into three groups. First, there is the individual who asks to make an instrument. Recently Bob, a 16-year-old metal worker, unsatisfied with the peg-box of a trapezoidal violin he had just made, asked if he might make another. He adapted and improved the design, creating beautiful decoration.

"It is very important to fit the capabilities of the child to the instrument", says Mr Jones. When some 16-year-old boys (not musicians) asked to make drums and electric guitars, he persuaded them to make banjos instead, which they had great fun making and playing.

Then there are groups which want to make a consort of instruments. The head of the music department has brought a group of 15-year-old slow learners who are making percussion instruments and zithers. "These instruments are within the making and playing capabilities of these pupils who are literally learning music through their fingertips", says Mr Jones.

The third category is the group which wants to make one large instrument. Here the aim is different, as each child contributes to the whole, and although no one can say which part he or she made, through discussion they all understand the process and share a unique experience.

Recently a group of eight to 11-year-olds were brought by their peripatetic teacher to make a harp—at the pupils' suggestion. Having been taught on a harp made by this teacher, they wanted to make one for their school. "The work was carefully struc... one week", says Mr Jon... hole was placed accurate... vent too much heart-ach... an instrument is like pla... can improve upon it each...

An example was when ... patetic teacher attended a ... service course and started ... ing a rebec. He was not hap... this and half way through ... it into a mandolin; "a brill... of lateral thinking", ... Jones. That instrument, "... lin" has since been develo... can now be made either a ... or flat-backed mandolin and ... able for training violinists. ... tunately there are few lea... ment making courses, thoug... are exceptions such as Linc... Devonshire, Nottinghamshi... Wiltshire.

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broaden their approach to the subject, aim to make music less "abstract" by ensuring that every piece played, heard or sung is understood in the fuller social context of the era in which it was written, the life of the composer and what he was trying to say.

Learning to understand a culture through music is another of the new approaches. In the elementary schools of Phoenix, Arizona, rattles, whistles, flutes and drums and even complex dances are used to recreate authentic American Indian songs and rhythms. As Dr Louis Ballard, a composer of American-Indian, Cherokee-Quapaw lineage, says, "Indian music is part of our country's folk history and should be taught in every school in America".

In the Columbia Grammar and Preparatory School Manhattan, New York, the composer and pianist Gerald Ginsberg has been able to teach even five and six-year-olds literacy in music while they are also learning to read and write conventionally. All his classes produce a spring show in which they perform the work they have composed during the year. He suggests topics for songs, or the children come to him with ideas, and they play them initially on the simplest of instruments—xylophone or glockenspiel. This leads them on to wanting to master an orchestral instrument, which they are offered by the time they are eight or nine.

Another innovation is a monthly newsletter concerning modern and classical music which now goes out to over 200,000 students in the United States through subscriptions taken out by schools. It includes stories about composers and performers, interviews with prominent Americans and demonstrations of their work on an accompanying record. Follow-up ideas are offered to teachers. Many filmstrips are also available covering, for example, a composer's life and work and these are widely used to "personalize" music even further.

Probably the most exciting offshoot of all has been the realization of the value of music as a therapeutic tool in dealing with problem students. For some of the most unexpected interest in these new music programmes has come from children who consistently fail regular subjects but who, it now appears, can be led back into the mainstream of learning through their interest in listening, performing and discussing the type of music that really "turns them on".

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NOT A SOFT OPTION

Juliet Clough on Heath Lees and his work at Stirling University

Presiding over the birth and development of officially recognized music in a new university has proved a challenge, a delight and an exasperation, says Heath Lees, Stirling University's lecturer in charge of music. To describe himself as "a one-man band—an elastic band" is fair enough comment on both the all-embracing scope of the work and the resilience of the man.

In a university with no full-time music students, his courses not only carry the heaviest student-staff ratio of any subject taught but represent merely one facet of a job which includes building up and running choir and orchestra and generally fostering extramural musical life throughout the university.

Heath Lees came to Stirling in mid-1973, from a lectureship at the Huddersfield Polytechnic school of music, attracted by the *carte blanche* aspects of the new brief. "Broadly, this was to introduce music as a cultural pursuit to non-specialist students, to set up a course which recognized not only the existence of the record player but some ability to discriminate, regardless of musical background."

The two courses which evolved are run alternately, as subsidiary qualifications towards the Stirling BA. Based on an aesthetic and historical approach to twentieth-century music and to opera and symphony in the nineteenth century, they are heavily over-subscribed, though far from being soft options, Mr Lees insists. "The discernment that many of the students acquire over such a comparatively short period says a lot for the power of music."

Meanwhile, outside the lecture rooms, there was a lot of talent and interest, among staff and students, waiting to be harnessed. Coaching, cajoling and public relations brought the small choir and chamber orchestra which had already come into existence under a part-time, off-campus director of music, up to 85 and almost 30 respectively. Standards rose correspondingly.

The choir is now a seasoned public performer, its programmes varying from Britten carols to Brahms's *Requiem* and Heath Lees's own *Missa Brevis*, to be published this year. Mr Lees is an enthusiastic composer for the performers he happens to have to hand. He has published medieval carols and Scots songs. Recent and current work includes a "Stabat Mater" and an opera for children, a Gilbert and Sullivan style parody of *Macbeth* and a heavy rock musical based on *Twelfth Night*, which the university dramatic society took to the Edinburgh Festival Fringe.

Heath Lees conducts choir rehearsal in the Church of the Holy Rood, Stirling.

Orchestral self-confidence has been harder to build, he says, "But I feel we have now broken through the merely technical stage to the problems of real musical expression". By miraculously stretching a grant of £1,000, the stock of instruments was greatly expanded. Starting with a tentative series of lunch-time concerts, the orchestra made its first full appearance this winter with a classical programme that was a prelude, Mr Lees says he would like to think, of the modern and heavily scored music that, one day, will also be within its scope.

He is now looking for improvement to generate small cells within the orchestra. A wind and a recorder group have started up; there is a move towards founding a string quartet, hopes for workshop sessions and of bringing in local schools.

There is also a flourishing madrigal group, begun two years ago by David Lindley, a lecturer in English, which now gives ambitious and varied concerts, concentrating on renaissance and Victorian music; this year will see a combined concert with the choir.

Having the MacRobert Arts Centre on the premises is perhaps

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TWO-DAY BASICS

Geoffrey Russell-Smith describes how he gives the non-specialist teacher a grounding in music

Recently I started a series of two-day courses to teach mainly primary non-specialists how to read music, play tuned percussion instruments and recorders, sing at sight and become generally familiar with the simpler elements of music making. The series was highly successful.

Starting from zero the course members progress a step at a time from two-note echo games on large Glockenspiels which, to make it easier, have been stripped of all but two notes. At the end of two days they are sight reading and playing quite complex pieces for a mixed ensemble of tuned percussion, rhythm percussion and recorders, complete with piano accompaniment.

For years I have been wrestling with how to help our quarter of a million primary teachers, all of whom are theoretically required to teach music — but nine-tenths of whom are virtually completely unskilled. They cannot read or write music, play an instrument, sing at sight and frequently dare not sing at all, either to or with children.

Our children live in a world of music. They are assailed by it. We all know how much it can affect their moods, buying habits and even intellectual development through, if nothing else, their attitude to culture. Yet our educational system cannot for the most part provide them with the simplest personal skills in reading, writing or playing.

As infants they are attracted to as wide a variety of musical experiences as their parents may provide. That in itself is a sobering thought. From then on, without any real education or understanding, they will almost certainly remain at the baby stage with an increasing taste for the rag-bag of tawdry fads—the poverty-stricken ephemeral world of the "top twenty".

Devising and mounting a course to teach the basics of music in two days would have seemed impossible a few years ago. However, as my own studies into the problems of concept-building have progressed, the idea has grown. Ideally, I would want everyone to learn music through the Kodály Method: a beautifully structured and highly cultured way of training the aural imagination through the voice. This method is without doubt the most effective approach to musicianship training I have come across. But it was not dead right for a crash course.

Fortunately, my company, who are music publishers as well as instrument manufacturers, felt that these courses would be good promotion as well as good education. They accepted the project and agreed to lend me a complete class set of high quality educational Glockenspiels. In addition, course members would be provided with properly printed course notes and a gratis top-quality high-density plastic school recorder, the Dolmetsch New International descant.

I asked for an accompanist. I got one. Obviously the pleasures of listening to 40 or 50 instruments playing in unison would flag after an hour or so. Adding a piano accompaniment gave me the opportunity of introducing variety into the overall sound, through stylistic contrasts without adding to the difficulties facing the players.

Most of the music needed to be specially composed so that each item introduced one new idea (a new note, a new rhythm or whatever). However I was able to incorporate well-known tunes which exactly matched the stage reached and thus maintain a sense of "real music".

So far I have offered these courses to a selected number of local music advisers and have had an enthusiastic response. The fact that we have to make a charge (£5 a head for the two days, including the course notes and recorder, both retained at the end of the course) is

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causing difficulty because of the cut-back in spending on in-service training.

A lunatic note is introduced here. Some teachers would be delighted to pay the fee out of their own pockets, but are not permitted to do so. In some areas they have contributed 50 per cent but elsewhere this is not allowed. I even had one cancellation where there was money for the course itself but a ban on petrol allowances for teachers coming from outlying districts.

Obviously it would be wonderful if one could offer the whole thing free, but the cost of instruments, music, hotel bills and travelling expenses has to be met somehow.

Many queries hang over the future. Many non-teachers would like to learn to read music and play an instrument or two. It seems incredible to them that this can be done in two days for a fiver. But if I say "yes" merely to the educational inquirers, I could end up doing nothing but these "ABC of Music" courses, until the end of the century.

The exact structure of this new two-day "workshop" came to me after ten years' study in the general area of music-concept building. It arrived with leaping-from-the-bath-crying-Eureka clarity and suddenness. Yet, no matter how elegantly structured, how miraculously effective, it is difficult to see how, working with no more than 50 teachers at a time, it can raise more than a ripple on the surface of the murky waters of music education.

Perhaps some television network might care to consider adapting this course to the small screen. If this happened a few more children would be presented with the challenge of real skills to learn and be given the key to the musical literature of the world. We do not expect children to love good books if we do not teach them to read and limit their experience to story-time sessions. Yet, we piously hope that musically illiterate children will end up with a love of good music and are disappointed when their initial spontaneous enthusiasm for it dies and, instead, produces the horrifying statistic of music being the least favourite subject in secondary education.

It is an educational tragedy that makes these new courses for primary teachers at the same time both triumphantly successful and absolutely necessary.

At the time of going to press we hear that Geoffrey Russell-Smith is no longer educational music adviser to Boosey & Hawkes. However, these courses will continue to be available and inquirers should contact their local music adviser or write to Mr Russell-Smith, 68 The Heights, Foxgrove Road, Beckenham, Kent.

Heath Lees conducting.

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his greatest single asset in building up the musical life of the university, he says. The centre is directed by a musician, Jolyon Dodgson, who was formerly in charge of all vocal tuition in the music department of Lancaster University and who has recently been appointed chorus master and architect of the new BBC Scottish Singers.

Although the MacRobert Centre has no teaching role within the university — something Mr Dodgson says he would have otherwise — the music society has always been welcome to take what advantage it may from the consistently high level of professional performance and the performing space available there.

The music society benefits in several ways: lunchtime concerts gain added muscle from outside soloists; Mr Lees and Mr Dodgson collaborate each semester to see what of the coming MacRobert programme can be incorporated into the course syllabus; there are plans to organize master classes on stage; special rate MacRobert tickets for music students can occasionally be arranged with outside promoters like Scottish Opera. A jointly arranged week's visit from the Delmé Quartet resulted in a spate of activities. Besides giving concerts and lecture recitals, the quartet played in halls of residence, invited onlookers to practice sessions and performed a student composition, with helpful commentary.

As for the future, Mr Lees says he now feels that a watershed has been reached in the musical development of the university — that it is time for music to become more fully part of the academic structure, rather than icing on the cake. "We should never become isolationist because we started so intimately, at the grass roots."

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BEETHOVEN IN BOXING GLOVES

Prospects and opportunities for young composers and conductors

By Robin Maconie

The lot of the aspiring composer and conductor today is one of democracy's more disagreeable ironies. Great music has always founded itself upon privilege and wealth, whether the seat of privilege and source of wealth be church or court. It is not usual (though it has been known) for the composer and Kappellmeister to be regarded, therefore, as agents of tyranny, or the music which survives to delight us still, as an emblem of civil oppression. The civil oppression is now.

A society which makes class distinctions is one in which skills are respected as being for the common good. Where skill is cultivated, imagination is at liberty to flourish. A society that aspires to be classless, on the other hand, can only discriminate in favour of individual expertise, and in defence of a common anonymity. Such a distinction is made between the performing musician, the singer or instrumentalist, and the composer and conductor.

Traditionally, the creative musician has had to rely on wealth and privilege for the reason that music, above all ancient and most modern arts except epic film, has depended for its realization upon the corporate talents of a specialized community of skills and expensive equipment. In the past, the resources of talent and wealth were concentrated in the church and nobility. To our shame as civilized communities, as surely as the centuries have eroded their temporal power, so the musical authority of bishops and princes has dwindled until now it amounts to virtually no taste at all.

Today's seats of power and patronage are the arts councils, local authorities, broadcasting and record companies, music academies, universities. Their power is political, either in fact or in effect, since patronage is largely granted from consideration of what public taste does, or may be persuaded to approve. Though patrician in theory, their authority in practice is proletarian.

And it is not musical. One would not object to boards of advisers handing out patronage if the advising were in any way musically competent. This is manifestly not the case, judged either from the way patronage is customarily granted to composers and conductors (and to the higher echelons of virtuoso performer), or from the quality of such bodies' decision-making.

Not so many years ago it was regularly objected against Arts Council, BBC and ISCM reading panels that they tended to follow too conservative a line in their choice of composers to receive grants, performances, scholarships. It could be alleged that they were too conscious of their accountability to public taste, and the ready answer was that they were, indeed, so accountable. Now yesterday's favoured few have joined today's advisory boards, and the situation has reversed: a public taste, now much improved thanks to the gramophone record, is able to object that patronage does not take sufficient notice of it.

For conductors, as for virtuoso performers, the way is often more humiliating. A form of public sport has arisen, known as the international competition, in which young musicians contend for their very livelihood. The society that submits its artists to this form of degradation is morally bankrupt. Who would dream of staging a knockout contest among poets or novelists, painters, priests or philosophers?

Such a notion is either ridiculous, or it is offensive, or both. Yet year after year professional careers are made and dedicated spirits ruthlessly broken in public spectacles conspicuous for their inattention to art and meretricious attachment to glamour. What more fitting, more edifying comment on the state of public morals could one ask than the painted face of a television panjandrum breathlessly weighing up the chances of last year's six Leeds Piano Competition finalists, live on camera? Is the authority and future income of an arts councillor decided in so obnoxious a fashion? Is the agent lying in wait for the lucky winner

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HRH the Princess Margaret, who is Chancellor of Keele University, meets members of the Ives Choir.

OF OUR OWN TIME

Peter Dickinson, head of music, on American music at Keele University

The department of music at Keele University was opened in 1974 by Sir Lennox Berkeley, now honorary professor, and the first full intake of 30 students arrived last autumn. In the context of Keele's undergraduate programme they are studying music with another principal subject and two subsidiary subjects as well. Some courses may be taken as four years, with Keele's foundation year, or as three years only. All these courses should be regarded as joint honours rather than merely combined, since there are opportunities to relate the two main disciplines.

Music is well placed to take advantage of expertise in other fields. Its relationship with languages, literature and history is obvious and more recently that with electronics, physics or computer science is justified both by the field of electronic music and the opportunities for employment in record companies and studios.

There are naturally some difficulties in building such a demanding subject as music into an inter-disciplinary pattern like that at Keele, particularly if the practical side is to have the emphasis it usually has in British, but not Continental, universities. Keele had a strong performing tradition developed under George Pratt, who initiated the Lindsay Quartet, which had a five-year residence at Keele. Performance is represented in the undergraduate degrees, with the study of one instrument required and the possibility of offering a recital in finals. The other basic courses included are the literature of music (before the twentieth century), treated as large areas containing special subjects for concentration; the materials of music, based on a mixture of styles for written study, or free composition; and twentieth-century music of all kinds.

The variety of subject combinations available in an unusual course structure for the university as a whole affects how music is approached. But from the moment I was appointed to the first chair of music at Keele, I was concerned to develop something characteristic of this inter-disciplinary pattern at both undergraduate and postgraduate levels. For a long time I had felt that American music was not sufficiently explored in this country, and that its diversity would encourage a broadly based curriculum. In 1974, the year of Charles Ives's centenary, the Centre for American Music project was launched in the music department, the Charles Ives Choir of Keele made its debut on BBC television and last autumn the first postgraduate began an MA thesis in this field. Next October—the year of the American bicentenary—an MA course in American music begins, covering composers from nineteenth-century New England to the avant-garde, with the option of a thesis or a recital. Either American literature or history may be chosen, and this part of the course is provided by the university's American studies department.

The rapid development of postgraduate work in American music has been encouraged by donations of material from American music publishers and other sources. Such support has included records and scores, and a conference grant from the United States Information Service enabled the first American music conference to be held at Keele last April. Papers delivered to the conference will be available and two events recorded by the BBC will be broadcast during this year.

A second special field of interest, also based on postgraduate research but giving a valuable flavour to the undergraduate atmosphere, is electronic music. As a result of a Leverhulme Trust grant, Tim Souster was appointed as research fellow in electronic music. The music department now have a basic studio with its first phase almost completed. Electronic music can be taken by undergraduates as a second-year option and postgraduates will be admitted by 1977 if not before.

Under Souster's direction the emphasis of the studio is on live recording and quadrophonic sound, along with the usual smaller synthesizers. Since coming here last October he has made the tape part of his recent work, *The Music Room*, written for James Fulkerson who gave the first performance at the Wigmore Hall last December. He has also given lectures and workshops.

A third special interest of the music department arises naturally out of the first two. The study of American music of all kinds necessarily involves popular music, and many aspects of pop are concerned with electronics. There also seems to be a need for popular music to be studied seriously in a context where experts from other disciplines can be brought in, and postgraduate work can be jointly supervised.

The vitality of creative rock in the past few years, quite apart from the break-through provided by the Beatles in the mid-1960s, shows that this area should be represented in any thorough study of the music of our own time. I hope there will be special facilities at Keele by next year for the study of rock, with aspects of jazz following later: Norman Josephs, lecturer in music, is researching into the musical since the Second World War and has been awarded a fellowship to this year's Salzburg seminar for American studies.

One or two further specialisms should be announced during this year, as well as some strengthening of those already active. It should never be assumed that these account for all the teaching at Keele, or that all the teaching is biased towards the modern period. The standard repertoire is well represented and the students take part in the university orchestra and can choose from three or four choirs. Smaller groups flourish, especially an authentic baroque group directed by George Pratt, and the Ives Choir is performing at other universities and festivals this year.

In a university remote from a large city and the cultural events which normally take place there, it is necessary to bring more concerts, workshops and lectures into the community. During the winter terms, Keele has two concerts in each week, apart from home-grown events, and has benefited from the participation of the BBC, visitors from various embassies, and especially the Arts Council contemporary music circuit. The new music department, so far lacking in its own new building, is already bulging at the seams. By 1977 there will be 100 students, of whom about 10 may be postgraduates. Further new developments cannot be predicted at this stage, and it will take time to consolidate those already undertaken. I hope that during this time the contribution music can make to the educational ideals outlined by Lord Lindsay and represented in Keele University will be effectively demonstrated.

VOCABULARY, SYNTAX, NOTATION

Harold Dexter reviews books for teacher and performer

Music spawns its ancillary skills. The music teacher is concerned with training the performer and the listener and even the occasional composer. What have their needs in common? Certainly an awareness of and sensitivity to the language of music, its vocabulary, syntax and notation; perhaps also a panoramic view of its history.

All these topics are paralleled in the school classics department, even if the introduction that most of us had to those fascinating languages was confined to the niceties of grammar. But although the culture of the ancient world has been illumined by a more enlightened educational approach, teaching music seems to be fragmenting into tight mechanical skills that can inhibit the impulse that makes music unique in the school syllabus.

The composer continually, the performer occasionally and the listener exceptionally are concerned with the mechanics of *Writing Down Music* (0 19 317104 X. Oxford University Press. £3.75). Alan Boustead has produced an excellent handbook covering everything from the pen (the biro is proscribed) to page-turning of random clusters; he has earned the gratitude of all orchestral players who have suffered so much from the effusions of illegible genius; those who pay the bills will be less enthusiastic about the price for a paperbacked book of 137 pages.

At least *All About Music* by May and Anita Davis (0 19 314919 2. OUP, £1.90) is charming, sound and unpretentious, the musical eight-year-old will love it and the booklet could become a collector's piece among parents by virtue of the witty illustrations and beautiful hand-layout. But what can one say of Bertrand Howard's *Fundamentals of Music Theory* (0 15 529461X. Harcourt Brace Jovanovich £4.95)—245 pages of distressingly thorough pedagogy in questionnaire format ("Cover up the answers in the left hand column") provide enough practice for the dullest pupil on the mysteries of the Locrian mode. Any uneasiness at the divorce of sound and symbol is countered by the inclusion of two largely irrelevant mini LPs. The fact that this is a second edition proves that this educational approach has considerable transatlantic support.

Less lavish but equally lethal are two "new, absorbing error-proof way to teach yourself" booklets—*Major and Minor Scales* and *From notes to Rhythm* (0 7188 2129 7 and 0 7188 2128 9, Brace and Harcourt 75p each). The pagination is cunningly equated with the score-sheet so that a wrong answer leads to a page of reproof and admonition—ingenuity worthy of a better cause.

What a relief to turn to Shelagh Godwin's *The Sword of Music* (limited edition of 500 copies, Dolmetsch Foundation, £1.20). Just over 100 succinct pages provide a short history of music up to Haydn, geared to the intelligent children "who join the Dolmetsch Foundation and are then daunted by the prospect of reading *The Consort* . . . aimed at scholars and enthusiasts of mature years".

The history is reliable, selectivity sometimes in the Alfred Einstein class, the paragraph headings rather fey and the musical illustrations helpful but capricious. Some sort of timechart would have helped to clarify the occasionally misleading chronology. Another 40 pages by Carl Dolmetsch deal slightly less successfully with early musical instruments. Nevertheless a real prospect for a more extended, second edition.

Howard Ferguson's *Keyboard Interpretation* (0 19 318419 2, OUP £2.95) belongs to the pre-Dolmetsch era when pianists despatched the notes of earlier centuries without stylistic qualms. Not that the treatment of pre-classical music is unreliable, though it is certainly disproportionately compressed, but when one is told that "Chorales . . . are more often used melodically than is plainsong. Thus in performance they often require to stand out somewhat from the surrounding texture", the impression given is of the pianist's cantabile in a non-pianistic context.

This said, there can be nothing but praise for the methodical and interesting treatment of such thorny topics as articulation, fingering, rhythmic conventions, ornamentation and rubato; but the organist and domestic clavichord player, besides the harpsichordist will be attracted by this title and the book could have been much more generally useful.

Harmony in Context, "a new approach to understanding harmony

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obliged to justify his existence at such a hazard? Or the music critic, or the record company talent scout, or the Radio 3 announcer covering the event?

Why then must the musician suffer such treatment? The simple answer is that he should not be so abused. The hard answer that he should not stoop to let himself be so abused. This poses a further question, which is what alternative the composer or conductor may have to help himself to a career and a name, other than by competition. And there is an answer. It is still possible for an enthusiastic student conductor to find himself an orchestra of sorts with which to practise. As long as such orchestras exist, there will be aspiring composers to write for them. When it comes to public performance, however, as it does from time to time, the expense of mounting a new work, measured in rehearsal time or instrument hire charges, conspires with the spectre of public taste and the desire to make a good first impression, to dampen down that original dedication.

It is one thing to make music, and another thing to make a career of it. Live performance is so ephemeral, and running an orchestra so costly. The answer, then, is for the composer and conductor to do as the would-be pop songwriter does—to devote the time and resources which might otherwise be put towards a recital in St John's Smith Square, to hiring a studio and making a recording.

A reasonable performance committed to tape is a permanent record of the young composer's art and conductor's talent. It can be heard over and over again, giving the listener time to get used to a new idiom, and to hear and truly assess the finer qualities of an interpretation. It can be copied and recopied, and the copies passed to agents and potential patrons. It gives the candidate confidence because its good and weak points will be known in advance, and the moral advantage that the assessor of a tape recording will feel much more vulnerable, therefore accountable, to the composer or conductor who has submitted it for comment, than he might facing simply a score, or attending a single performance.

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without conventional exercises" by Paul Steinitz and Stella Sherman (Belwin-Mills Music £2) cannot but be welcomed as an attempt by distinguished teachers to deal with a neglected aspect of an overrated subject. The method of approach is the harmonic analysis of the tonal era in musical history, trying to "answer the questions 'how?' and 'why?' rather than simply 'what?'".

Unfortunately this last aim involves yet another dubious derivation from the harmonic series and a great deal of hindsight analysis of earlier music—hardly a mention for instance of intervallic harmony with the numerous examples before 1600. In the treatment of tonal music, the inversion theory of Rameau is accepted in its entirety to the exclusion of the bass-oriented continuo, leading at best to anachronistic explanations of baroque music and at worst to the laboured and unconvincing justification of IV V I via II V I. Nevertheless a book that needed to be written.

The University of Illinois String Research Project seems to have justified itself, judging by the enthusiastic encomiums from such as William Primrose. The main principles advocated appear to be quite unexceptionable, high on the list being the avoidance of excessive tensions and a natural progress from ordinary rhythmic body actions to those specific to violin-playing. It is hard to see what is new in all this beyond a great deal of pseudo-intellectual rationalization (involving the Domesthetic Cortex and not forgetting the polysynaptic descending tract) and some well-financed publicity.

The official companion volume to a film produced by the project is *The Teaching of Action in String Playing* by Paul Rolland (Illinois String Research Associates, Urbana, Illinois, £7.50) and it goes without saying that it is comprehensive and often intelligible. Much more useful is the same organization's *Action Studies, Developmental and Remedial Techniques, Violin and Viola* by the same author (£1.75) where the lavish provision of excellent photographs and some useful rhythm games could be most valuable in English string-classes.

Among the "teaching" piano music, *Pieces for Anya* by Charles Camilleri (Roberton 511 50p) and *Piano Miniatures for Children* by various Hungarian composers (26751, B & H £1) can be confidently recommended at the Grades II-III level; both are contemporary in style and attractive in ideas. More obviously popular is *Ragtime*—nine easy Scott Jopling arrangements by Allan Small (Alfred Publishing Co, £1.50)—marred by some strange additional harmonies in guitar tableture. Six *Easy Pictures* for the elementary guitarist by John W. Duarte (Novello, 45p) are instrumentally experienced but musically limited.

Three more Novello arrangements for reduced orchestra are to hand: *Three Norwegian Pieces* by Grieg, arranged for string orchestra by Geoffrey Tomlinson (score 75p, parts 15p each) is most successful. Two arrangements by Ian Cobb—Délibes *Prelude and Mazurka from Coppélia* and the Berlioz *Hungarian March* are designed for more or less full orchestra with piano, but the layout is serviceable enough to cover up the inexpert and absentee (each score £1.50, set of wind parts £3.50, string parts 15-20p each).

Three good arrangements of *Jazz Spirituals for Junior Wind Band* by Peter Wastall and Derek Hyde (B & H, score and parts £2 each set) include "Babylon's Falling" (20217), "Didn't my Lord deliver Daniel" (20218) and "Joshua fought the Battle of Jericho" (20219); all are scored for the standard woodwind and brass orchestral section, but doubling is envisaged and alternative wind parts are provided on the back of the brass parts for large clarinet groups; similar alternatives (including the piano) are provided for the bass line and optional 2 part chorus may sing with the trumpet lines.

The most interesting concert piece to hand is Britten's *String Quartet in D* (1931) (Faber, score £2, set of parts £5). It is a most striking student work written when the composer was at the Royal College of Music studying under Ireland and Frank Bridge. Stylistically most of it naturally belongs to the English inter-war diatonicism, but such passages as the end of the development section of the first movement are uncanny in their sense of colour and texture and the whole work surely belongs to the canon.

PRIMARY PROJECT PROGRESS REPORT

By Arnold Bentley, director, University of Reading Schools Council project, 'Music Education of Young Children'

This project was started in September, 1970. It was intended to last five years. The team consisted of two full-time members and a part-time secretary, with myself as honorary director. The aim was to find ways of improving music education as part of the general education of nursery, infant and junior children in the age range three to 11.

Proposals for this "improvement" would be based upon studies of how children learn in music, and consideration of aims of music education. There would also be initial sample surveys of the state of music education in nursery and primary schools, and of the opinions and attitudes of pupils, teachers, lecturers and advisers. As part of the final proposals there would be suggestions for a core curriculum and supporting materials, which teachers could use as a guide towards the acquisition of basic skills in music, but which would be in no way restrictive.

It was borne in mind that many otherwise excellent teachers are illiterate musically and that materials ultimately produced should be of a kind that would enable them to learn basic skills with their pupils and, at the same time, enjoy the operation.

The project, which should have ended last year, was extended to 1977 for two reasons, neither of which could be foreseen in 1970. The first was that the two original full-time members of the team left it, for acceptable professional reasons, and replacements had to be found. The new deputy director was able to take over in January, 1974, without a break, but the post of the other team member was vacant for a whole year.

The other reason was that, as the work progressed, it became evident that there must be an additional period for dissemination; the main efforts of the team will be concentrated on this during the session 1976-77.

Unlike many others, this project cannot be neatly concluded with a single publication. In addition to reports, there will be kits of materials which to a large extent are self-explanatory; but it was decided that the outcome of the project would be more effective if the people who had devised the materials could themselves launch them in various parts of the country.

During the first three years the team carried out sample surveys of the state of music education of young children through personal visits, questionnaires covering a wider area than it was possible to visit in person and through regular meetings with groups of teachers in the Reading area. Aims for music education in the early years were also widely discussed with teachers and others.

All this activity was fully reported in a working paper towards the end of 1973, but this has not yet been published. Some indication of the scope of the paper may be obtained from short articles by R. M. Thackray: *Child Education*, October 1971 and May to September 1972; "Attitudes to Music in School", *Education for Teaching*, spring 1972; "Schools Council Project—Interim Report", *Music Teacher*, December 1971.

In the three years much experimental work was carried out

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...gh direct teaching in schools ...the project officers, regular work ...a nursery school, two series of ...adcasts on Radio Oxford, and ...ough controlled experiments de...ised by Dr R. M. Thackray in ...conjunction with the teachers who ...egularly met and worked with the ...eam.

The 12 experiments were: ...music achievement test; ter...minology of musical concepts; ...themes and variations; more varia...tions on a theme; television tunes; ...tests of harmonic perception; key...board experience; use of rhythm charts; music and everyday life; different kinds of music; tests for feeling of tonality; achievement test II. (A full report on these projects is available for £2 plus the cost of postage. The accompanying tapes may also be supplied at cost price.)

The past two years have been fully occupied, with the new team studying the work already done, building on it, and adding their own ideas, particularly in the production of new materials, and making a catalogue of already published material.

All the materials have been tried out in 40 trial schools with which the team has maintained close contact, and with 100-plus schools who are also using the materials, but who cannot be visited regularly. Validation and revision in the light of experience have taken place, and will continue for some time.

One main criterion for validation is the question: does it work? If not, responsibility is laid on the materials, not on the teacher. (It will be recalled that the materials ultimately produced should enable the musically illiterate teacher to learn along with the pupils.)

The materials (which will be published by E. J. Arnold, of Leeds) are structured in stages that include cassette tapes of stories and music, musical games, and music readers. They provide an approach to, and opportunity to develop skill in, pitch, rhythm and printed notation. They make suggestions for possible creative musical activities that are recognisably music and based upon musical skills.

There are also teachers' books, and the classified catalogue of published materials.

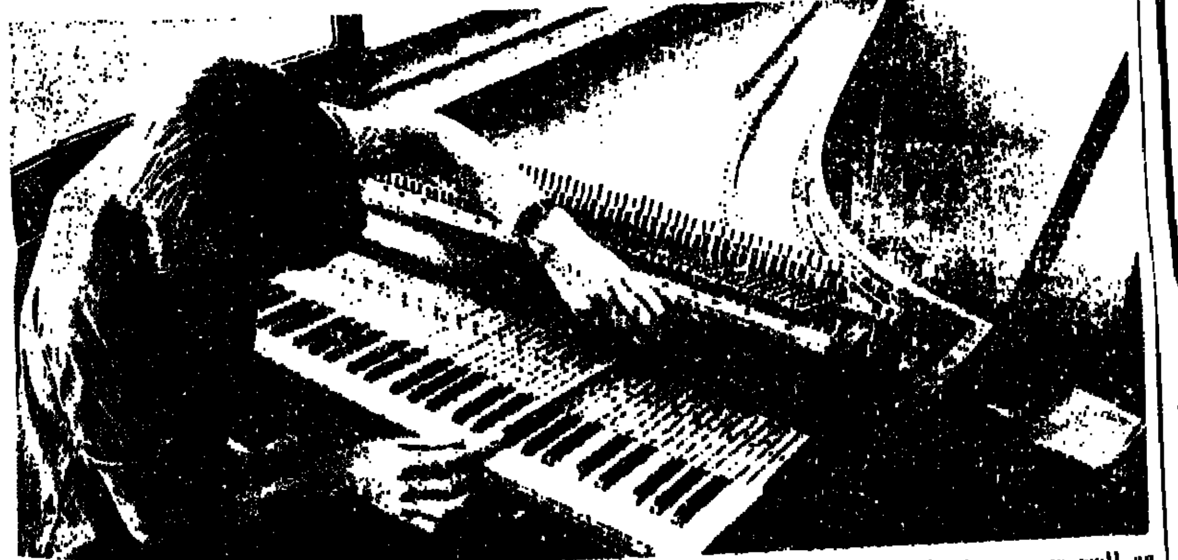
During the last year of the project, in addition to the final preparation of materials for publication, we shall establish at least one dissemination centre (and, hopefully, one or two others in different parts of the country) where all the materials, new and already published, may be seen and heard. (They will also be available at the headquarters of the Schools Council in London.) The team will also be conducting courses for teachers in many parts of Britain.

With so many ideas on education and music education about, it is not expected that the materials to be produced will please everyone. They are intended to be useful to teachers and children, to be usable by groups, or by individuals proceeding at their own pace. They are structured to provide progress in basic skills that may form the core of a music education curriculum; they are in no sense restrictive, and in fact encourage creative thought and activities that are recognizably musical.

Their structure has been, and continues to be, validated with numerous teachers and their pupils from every kind of social background, native and immigrant. In the process of validation of the structure it has also been found—as indeed was always hoped for—that the children enjoy using them. Inquiries may be addressed to The Schools Council, 160 Great Portland Street, London, W.1, or to Iain Kendell, deputy director, "Music Education of Young Children", School of Education, Music Section, The University, London Road, Reading RG1 5AQ.

ARTISTS AS WELL AS CRAFTSMEN

The London College of Furniture, musical instrument technology department. By Margaret Campbell



The London College of Furniture at Aldgate East teaches every branch of furniture-making and design, including upholstery, textile printing and a dozen allied trades. But it may not be generally known that there is also a thriving department of musical instrument technology which covers the entire process of musical instrument-making from selection of materials to the study of acoustics.

The six sections of the department are piano, early keyboard (harpsichords, clavichords, spinets), violin (violas, cellos), fretted stringed-instruments (viols, lutes, guitars), electronic instruments and early woodwind (oboes, recorders). Each section has a large workshop with the most up-to-date equipment, and the electronics laboratory boasts a harmonic analyser and several musical synthesizers. There is also a comprehensive range of test gear related to electronic musical instruments and relevant ancillary equipment.

Prospective piano-tuners also work under ideal conditions as there are 35 piano-tuning cubicles designed for the purpose. The college has its own wood-mill which services the whole building and can be used to convert the split log of a tree into any length ready for the varying demands of each department. There is an excellent library with resources on tape, records and slides, as well as books and all the professional and trade magazines relevant to the specialist sections of the college.

In this light, airy modern building working conditions are ideal. Full-time, block and day release, part-time day and evening courses are available, and the staff, drawn from education and industry, include some internationally known and respected musical instrument-makers.

In the prospectus the minimum age is stated as 16 with three O level or Grade 1 CSE passes or their equivalent. In practice, ages range from 18 to 35 with a large proportion of students in their middle twenties. Philip Shirtcliff, head of the department, is chary of taking students under 18. He claims that although they may be enthusiastic, it may be for the wrong reasons. Some prospective students are encouraged to attend evening classes for a year before taking a full-time course. "We can see their work . . . they can see what instrument-making is all about and their application is then a much more mature and considered one."

The qualifications are also flexible. Although these tend to be high, with a number of students holding first or second degrees in anything from architecture to mathematics, the department will take "people with the right background" without any O levels.

The proportion of students with degrees suggests a high level of intellectual ability and attainment, but this in no way affects the lesser gifted student. There have been some who have been termed "educationally underdeveloped" and Philip Shirtcliff has strong views on helping such youngsters. He quoted one case where such a student successfully completed his course in piano-tuning, working throughout with keenness and determination. He has a well-paid job with a county council as a piano technician. Mr Shirtcliff is certain that, had he not taken this course he would now be on the dole.

There have been other cases where the course has had a therapeutic effect, perhaps not so positively, but anything which can help the slow learner to fulfil his potential seems to be human as well as practical. There is also a special two-year course (plus one term) in piano-tuning for the disabled. This attracts some visually handicapped students who are usually supported by the Training Services Agency. Despite their disablement, visually handicapped people often make good tuners, but invariably they need the extra optional term.

The main three-year full-time course gives a broad appreciation of musical instrument-making, and study in depth in a selected field. The students are instructed in the history and development of musical instruments, drawing, design, construction, tuning, maintenance and restoration, acoustics, science of materials, related technology, finishing and decorating and a wide programme of related studies. The object is that they will have a good general understanding of instruments and their technology. As trained specialists they will be confident to work in their chosen field in a competent and creative manner.

After a general course, students concentrate on their chosen subject and four days a week on their specialization. General studies have always been a vital and integral part of the college's courses. By using varied visual and aural aids, lectures and discussions, they help to broaden and balance the technological content with other fields of interest. At the end of the course, students must submit a project which, if satisfactory will earn them the college certificate. Some sections of the piano course allow students to enter the City and Guilds pianoforte craft certificate which is an external award.

All instruments made by the students can be retained by the college for a year after the student has

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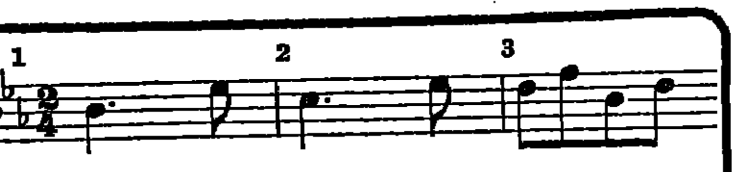

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Music Teacher

Editor: David Renouf

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left, after which they revert to him. In practice, this is not enforced since it creates many difficulties. Philip Shirtcliffe has a great deal of sympathy with the students. "We like to select one instrument from each student as a representative piece of his or her work." But they tend to become tenacious when it comes to parting with an instrument. "*It is quite understandable* . . . these people are artists as well as craftsmen. It is inconceivable that an artist should not want to own the work he has spent so much time on. . . . To give birth to an instrument and then leave it behind just isn't on." Another aspect is that students have to pay for materials themselves. Here are some relative figures which cover the approximate cost over three years. These costings are for one instrument with the total number of instruments expected from a student during the entire Course.

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one single manual harpsichord	£60-£70
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(new section—not yet assessed)	

In the piano section expenditure is more modest, since each student does not make a piano and carry it away. The college buys the materials and a group of two or three students will put the instrument together. It remains the property of the college.

This department is also concerned with restoration and they have *recently completed* work on a Longman and Broderip Square piano belonging to Jean Jenkins, curator of the musical instrument collection at the Horniman Museum. They have also nearly finished work on a Broadwood Grand of 1808 from the same collection. Philip Shirtcliff *is keen to develop* this section, because he feels that the opportunity they have been given to restore two such valuable instruments is a great compliment to the college and a mark of confidence in the integrity of the staff and the students.

At present there are 137 full-time students and 120 part-timers. Certain sections are fully booked for the year which started in September and there is a waiting list for the following year. However, even if they have to wait, once students are qualified, the chances of obtaining employment are good, particularly from the piano section where there are more jobs than sutdents. Constant inquiries are made to the college from leading piano manufacturers.

Competent students from the violin section normally have no difficulty in finding jobs with good makers or repairers, while students who make fretted instruments and many who make harpsichords tend to set up on their own or in partnership. They do not want to become caught up in the rat race of big business and will work from their *own* homes, if *necessary*, in true craftsman tradition. Two students from the electronics section have recently found jobs, one as the development officer with a leading firm of electronics; and the other as sound manager to a well-known pop group.

MONDAY MUSIC

Breaking the musical barriers.

By Adeline Hartcup

An enterprising experiment in musical education has just completed its successful first year in Canterbury. Launched by parents and local music teachers, it set out to fill a need and to break down barriers—between different ages and abilities, between professionals and amateurs, and between players, who often find music a lonely, isolating activity.

Monday Music soon overflowed its name and spread to other days of the week. It started with a guitar class for beginners, a music class for five to seven-year-olds, and a two-day Bach course for pianists. The impetus came from Gill Rickayzen, wife of a don at the University of Kent at Canterbury, and Caroline Thomson, a well-known local music teacher and performer.

The guitar class began as an informal group of 20 beginners, aged from 12 to 60, who bring their own guitars, and concentrate on basic technique, chord playing and simple accompaniment. The young children's music class was designed as a link between play-group music and movement, and instrumental lessons which usually begin at about seven or eight.

Different instruments are demonstrated at the class, and tried by the children, who also begin to *learn notation and to know* and write down simple songs by the Kodaly method. Limited to 18 members, at £3.50 a term, the class listens to varied music.

The Bach course, in the Easter holidays, was for pianists still at school. Yvonne Enoch, a past director of the Kent Music School, and Caroline Thomson gave masterclasses to 20 players, all grade VI or above and aged from 13 to 18. Andrew Garrett, the harpsichord maker, explained and demonstrated his instrument, and the class had a chance of playing it and of studying the difficulties of transferring harpsichord sound to the piano.

The pianists liked this course so much that a similar Beethoven programme was offered during the autumn 1975 half-term. A popular holiday event was a recorder day, which drew over 50 children to the Sidney Cooper Centre in Canterbury. Five tutors spent the morning with them, and the afternoon was for adults. Another recorder day is planned for this May and there are classes for both primary school children and adults. A children's concert, with a live performance of *Peter and the Wolf*, was also sold out, and there are now monthly concerts at nominal prices.

Monday Music claims to do no more than fill local demands. Its weekly youth orchestra (at £1.50 a term)—without auditions—is popular, and so are monthly chamber music evenings. At £1 a term, these are grouped according to ability and instrument, not age, and coaching is available if required.

Financially, Monday Music more than breaks even, though of course *there is no question of profit*-making, and the administration is done voluntarily. This term a fee of £3.50 for a weekly class with an average of 15 members covers the cost of teacher, rent, and overheads. Canterbury's many professional musicians are enthusiastic, and *generously offer their services*. It will be interesting to see, in a city which has recently had to close its cathedral choir school, what Monday Music will achieve in its second year.

THE PURCELL SCHOOL
HARROW ON THE HILL
Music Scholarships, 1976

Two scholarships of up to £500 per annum will be awarded to boys or girls of outstanding musical talent (the amount of the award will depend upon the means of the parents).

Candidates should be under the age of 14 on 1 September, 1976.

Auditions will be held at the School on Saturday, 6 March, 1976. For further information, please write to the Secretary, The Purcell School, Oakhurst, Mount Park Road, Harrow on the Hill, Middlesex. Entries must be submitted by 21 February, 1976.

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Details from the Registrar, Coleg Harlech, Harlech, Gwynedd LL46 2PU.

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MIDDLE
Art and Design
continued from page 42

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Scale 1 Posts

Mathematics

Scale 1 Posts

Modern Languages

Other Posts on Scale 2 and above

Music

Other Posts on Scale 2 and above

Physical Education

Other Posts on Scale 2 and above

Science

Scale 1 Posts

Other than by Subject Classification

Other Posts on Scale 2 and above

Secondary Education

Headships

Scale 1 Posts

Deputy Headships Senior Masters/Mistresses

DEVON
HOLSWORTHY SCHOOL AND COMMUNITY COLLEGE
Group 8
Number on Roll 450
This school is being reorganized as a Comprehensive school with effect from September, 1976.
(1) DEPUTY HEAD required to take up appointment as soon as possible.
(2) SECOND MASTER/MISTRESS (Deputy Head Teacher Salary Scale) required to take up duties as soon as possible.
Application forms and further details (stamped addressed envelope) from the Headmaster.

DURHAM
COUNTY COUNCIL
SHOTTON COLLIERY SECONDARY SCHOOL
Group 6
11-16 years, 260 on roll
DEPUTY HEAD TEACHER. Suitably qualified and experienced TEACHER required as soon as possible.
Stamped addressed envelope for application form to Area Administrative Officer, Seaside Lane, Easington, Peterlee, Co. Durham.
Closing date for receipt of applications 23rd February, 1976.

HAMPSHIRE
SOUTH-EAST AREA
WAKEFORD SCHOOL
Wakefords Way, Havant
Hampshire PO9 5JL
(Comprehensive (Mixed) 11-18
1,650 on roll)

Applications are invited from suitably qualified candidates for the vacancy of DEPUTY (curriculum planning and timetabling) in the school's senior management team. The post becomes vacant in April 1976 owing to the promotion of the present holder to a Headship. Candidates must have extensive senior experience of comprehensive education and have a good knowledge of curriculum process and development.

Letters of application should contain a brief statement of personal educational philosophy. Appointment is for May or as soon as possible thereafter. Further details available on request from the Head. Stamped addressed envelope.

Closing date for receipt of applications, February 20th.

Application by letter to the Head, giving details of qualifications and experience, together with the names and addresses of two educational referees. Assistance with removal expenses in approved cases. Housing accommodation will be considered in appropriate cases.

HARINGEY
(Borough of)
ST. THOMAS MORE R.C. LOWER SCHOOL
Holcombe Road, Tottenham, N17
(Group 7)
(Tel. 01-808 7837)
(540 boys and girls: 11-14 plus)
Required for April or September: Applications are invited from practising Catholic TEACHERS for the post of DEPUTY HEAD, vacant as a result of the promotion of the previous holder. Responsibilities will include boys' welfare and timetable. Other duties will depend on the special interests of the successful candidate. The name of the applicant's parish priest should be included in the application.

LEICESTERSHIRE

EDUCATION COMMITTEE
The Borough is within easy access of Central London and bordered by Epping Forest. London addition to salary payable. Generous removal and relocation expenses within the Authority's scheme will be paid in appropriate circumstances.
REQUIRED FOR SEPTEMBER, 1976.
Walthamstow Girls' Senior High School
Church Hill, London E17 9RZ
Head Teacher (Group 11 School)
Salary, £7,944 to £8,568 plus London Allowance £267.
Applications are invited for September, 1976, for the Headship of this expanding 10 form entry Girls' Comprehensive Senior High School (14-19 years), number on roll 800. Thriving open Sixth Form for 200 students with own accommodation. Closing date March 5, 1976.
Application forms and further details obtainable from the Chief Education Officer, on receipt of *stamped addressed envelope*, London Borough of Waltham Forest, Municipal Offices, High Road, Leyton, London E10 5QJ.
London Borough of Waltham Forest

KENT County Council Education Committee
Re-advertisement
Homewood School, Tenterden—Group 11
(Designated comprehensive under schools re-organisation)
Applications are invited for the
Headship
of this *mixed school from the beginning* of the Autumn Term 1976. The roll at present is 894. The School became a High School in September 1973 admitting pupils of all abilities at age 11 with some transfers to other schools at ages 13 or 16. In 1977 the School will become a school for pupils mainly aged 11 to 18 of all ranges of ability, with no need for transfer at ages 13 or 16 after 1976.
The vacancy arises through the retirement of the present Headmaster. Previous applicants should indicate if they wish to be reconsidered.
Application forms and particulars (stamped addressed envelope please) from the Divisional Education Officer, Elwick Road, Ashford TN23 1NP, to whom applications should be returned by 20th February, 1976.

Suffolk County Council

EDUCATION COMMITTEE
CHANTRY SECONDARY SCHOOL
IPSWICH (GROUP 12)

Applications are invited from suitably qualified and experienced candidates for the

headship

of this school. The school opened in 1962 and is pleasantly situated on a campus site in the South West of Ipswich. The accommodation is spaciously laid out and includes two classroom blocks, a science block, extensive library facilities, craft areas, two gymnasia and a Sports Hall.
At present, the school caters for the 11-16 age range but under the reorganisation of secondary education in Ipswich, it is proposed that Chantry School will become an 11-18 comprehensive school serving also as a Sixth Form centre for pupils from two neighbouring 11-16 comprehensive schools with an anticipated Sixth Form roll of 250/300. The person appointed will assume the role of Head Designate of the new comprehensive school.
Application forms and further details may be obtained from the County Education Officer, Education Department, Grimewade Street, Ipswich, Suffolk, IP4 1LJ. Please enclose a stamped addressed envelope.
Previous applicants need not re-apply.

KENT County Council Education Committee

APPOINTMENT OF

HEAD TEACHER

CHATHAM. Fort Luton Secondary School for Boys
(Group 9 : Roll 666)

Appointment to take effect from 1st September 1976 on retirement of present Head. The organisation of this social priority school is basically 5-form entry.

Application forms and further particulars may be obtained (stamped addressed envelope, please) from the Divisional Education Officer, Fort Pitt House, New Road, Rochester, to whom they should be returned by 16th February 1976.

HARLINGTON SCHOOL, New Road, Harlington, Hayes UB3 5BE.
Headmaster: T. D. McCulley, M.A.

Required for the Autumn Term 1976:

SECOND DEPUTY HEADTEACHER
(GROUP 11)

The Authority wishes to appoint an enthusiastic experienced and well qualified teacher for this important post to act as Director of Studies with particular responsibility for curricular co-ordination, development and timetable construction.
Harlington School will re-organise in September 1976 as a six form entry comprehensive with an all ability intake.
Application forms and further details from and returnable to the Director of Education, Belmont House, Uxbridge, Middlesex. Closing date: 16.2.76.

London Allowance Payable. 75% removal expenses in appropriate cases and some assistance with temporary accommodation may be possible.

LONDON BOROUGH OF HILLINGDON

KENT County Council Education Committee

Hatton County Secondary School for Girls (Group 9)
Head + 38.3 + Youth and Community Tutor

Applications are invited for the

HEADSHIP

of this secondary modern girls' school from the beginning of the Autumn Term, 1976. The school, which has a roll of 785, has recently moved into very attractive new buildings and it is proposed that it should become one of the six to eight-form entry 11-18 wide ability schools serving the Sevenoaks area when reorganization takes place.
Application forms and particulars (stamped addressed envelope, please) from the Divisional Education Offices, Hatton Mansion, Bradbourne Road, Sevenoaks TN13 3LE, to whom applications should be returned by the 13th February, 1976.

NORFOLK COUNTY COUNCIL
Education Department

Required for September, 1976 :—

HEAD

for KING'S LYNN KING EDWARD VII GRAMMAR SCHOOL FOR BOYS
(Group 9 ; 565 on roll)

At present this is a selective Boys' Grammar School.
A consultative document has been prepared showing a possible plan for the development of Education in King's Lynn. This plan, which is still under discussion, indicates that the King Edward School could become one of two Sixth Form Centres in the town. No time scale has yet been suggested for reorganization.
Application forms and further details may be obtained by sending a stamped self-addressed foolscap envelope to the County Education Officer, County Hall, Martineau Lane, Norwich NR1 2DL, to whom completed forms should be returned by 5th March, 1976.
Removal expenses are paid in accordance with the Authority's scheme.

NORFOLK COUNTY COUNCIL
Education Department

WYMONDHAM COLLEGE

Coeducational Boarding School
700 Boarders, plus 900 Day Pupils (Grammar)

Senior teacher scale required Easter or September, 1976. Warden of VIth Form Studies to be responsible for the VIth Form curriculum and ethos. It is anticipated that there will be 300 VIth Formers following academic courses in September, 1976.

Good residential accommodation is provided in return for boarding commitments. For application forms and further particulars apply to Mr Wolsey, Warden, Wymondham College, Wymondham, Norwich NR18 9SZ, to whom completed forms should be returned as soon as possible. Removal expenses are paid in accordance with the Authority's scheme.

EDUCATION COMMITTEE

Headship

WILLIAM CRANE COMPREHENSIVE SCHOOL
Minver Crescent, Aspley, Nottingham, NG8 5PN

Qualified teachers are invited to apply for appointment as Headteacher of the above school.
Number on roll: 870. Salary Group: 10.
Vacancy to be filled beginning of the Summer Term 1976 or as soon as possible thereafter.
Application forms and further details may be obtained by forwarding a stamped addressed foolscap envelope to the Director of Education, County Hall, West Bridgford, Nottingham, NG2 7QP.
Closing date: 20th February, 1976.

Nottinghamshire County Council

Mid Glamorgan COUNTY COUNCIL

HEADTEACHER

RHYMNEY COMPREHENSIVE SCHOOL
(GROUP 8)

Applications are invited for the post of Head Teacher of the above-named school. Applicants must be qualified and experienced teachers.

Application forms (to be returned by February 18, 1976) and further particulars, obtainable from the undersigned on receipt of a stamped addressed foolscap envelope.

County Hall, Cathays Park, CARDIFF CF1 3NF.
J. L. BRACE, Director of Education.

Liverpool

CHILDWALL VALLEY COMPREHENSIVE SCHOOL (GIRLS)
CHILDWALL VALLEY ROAD, LIVERPOOL L16 2LW

Applications are invited for September, 1976, for the post of:

DEPUTY HEAD

of this 4 Form Entry School.
Number on roll—640 (including 60 in the sixth form).

Salary—Group 9 Deputy Headteacher. Scale £5,364 x £156 (4) to £5,988.

Application forms (Staffing Form T.S.) and further particulars obtainable from the Director of Education, 14 Sir Thomas Street, Liverpool L1 6BJ on receipt of a self-addressed foolscap envelope, should be returned to this office not later than 16th February, 1976.

COUNTY OF NORTH YORKSHIRE

Thirsk School
(Group 11)

Applications are invited for the post of HEAD of this co-educational comprehensive school, for pupils aged 11-18. The school, which serves the market town of Thirsk together with the surrounding rural area, has about 1100 children on roll, of whom about 80 are in the Sixth Form. The appointment will be from 1st September, 1976, when the present Head proposes to retire.

Further details and application form (returnable by the 16th February, 1976) from the County Education Officer, County Hall, Northallerton DL7 8AE. Please quote Ref: 002.

Derbyshire headship

Staveley Middlecroft School

Applications are invited from suitably qualified teachers for the Headship of this school. Middlecroft is at present an 11-16 secondary modern school with 1013 pupils on roll. It is hoped to reorganise secondary education in the area as soon as possible and Middlecroft would become an 11-16 comprehensive school under proposals approved by the Education Committee but not yet published in statutory notices; a firm date cannot be given for the reorganisation.
The school is situated four miles east of Chesterfield.

Group 10 plus £500 pa allowance for responsibilities in connection with a Leisure Centre which is situated on the school site.

Application forms and particulars (sae foolscap please) from the Director of Education, County Offices, Matlock, Derbyshire, DE4 3BG. Closing date 20 February 1976.

MILDENHALL UPPER SCHOOL

New school to open in September, 1976
Group 11

Roll initially 300 pupils increasing to 1,000 by September, 1979. Age range 13-18.
Applications are invited from experienced teachers with imagination and enthusiasm for the posts of:

DEPUTY HEADMASTER/MISTRESS
(curriculum)

SENIOR MASTER/MISTRESS
(pastoral)

HEAD OF RECEPTION YEAR
(Scale 3)

Application forms and further details from the Area Education Officer, Shire Hall, Bury St. Edmunds, Suffolk, to whom they should be returned by 16th February.

Suffolk County Council

SECONDARY
Deputy Headships
continued

NORTHAMPTONSHIRE
EDUCATION DEPARTMENT
MONTSAYE SCHOOL (Rothwell)
SECOND DEPUTY HEAD, Group 11, required in September, 1976.
This school, current roll 675, will reorganise as a co-educational comprehensive school on 1st September, 1976 (ultimately seven-form entry, 11 to 18). The Second Deputy Head will be a member of the managerial team and will be responsible for curriculum development. He or she will also act as Head of Upper School in the initial stages of reorganisation.
An able and enthusiastic teacher with good experience of comprehensive education is sought.
Further details and application forms (stamped addressed envelope, please) from the County Education Officer (Ref. DL), Northampton House, Northampton NN1 2HX, to whom completed forms should be returned by Friday, 5th March.

STAFFORDSHIRE
COUNTY COUNCIL
EASTERN AREA
FOREST OF NEEDWOOD HIGH SCHOOL
Rolleston-on-Dove, Burton upon Trent
(Group 11—Roll: 985)
Headmaster, P. F. Wraight, M.A.
DEPUTY HEAD TEACHER required for September, 1976. Previous experience on the senior staff of an established Comprehensive School would be an advantage.
The school admitted the first comprehensive intake in September, 1975, and extensions to the school include a Sixth Form Centre.
Details about the post and application forms can be obtained from the Headmaster at the school, Station Road, Rolleston-on-Dove, Burton upon Trent, Staffordshire. Forms should be returned to the Headmaster as soon as possible and not later than Wednesday, 25th February, 1976.
H. M. Williams, Area Education Officer, Eastern Area Education Office, Guild Street, Burton upon Trent, DE14 3NF.

STAFFORDSHIRE
COUNTY COUNCIL
EDUCATION COMMITTEE
NORTHERN AREA
LEEK HIGH SCHOOL
Warrington Hall, Leek
(No on Roll: 1,100. Group 11. Age-range 11 to 18 years)
DEPUTY HEAD TEACHERS
Applications are invited from well-qualified and experienced TEACHERS for TWO DEPUTY HEAD posts at this Group 11 co-educational comprehensive school for September, 1976:
(1) First Deputy Head to have particular responsibility for the daily routine of Warrington Hall, a separate building housing the senior pupils and the Sixth Form.
(2) Deputy Head to have particular responsibility for the daily routine of Milner Hall, housing first and second years.
In addition, each of the successful candidates will be expected to make a major contribution to the organisation and development of the school.
Forms of application for these appointments and further particulars, where applicable, are obtainable from the Head Teacher at the school to whom they should be returned on or before 23rd February, 1976.
A. Law, Area Education Officer.

TRAFFORD
(Metropolitan Borough of)
EDUCATION COMMITTEE
GORSE PARK SECONDARY SCHOOL FOR GIRLS
(650 pupils)
Gorse Lane, Stretford, Manchester M32 0UP
Telephone 061-865 1087
DEPUTY HEAD Group 8, required September, 1976, for this secondary modern school for girls aged 11 to 16. Well established courses to C.S.E. and "O" level. Experienced teacher with tact, efficiency and enthusiasm to help maintain and improve mutual cooperation within the school.
Application forms available from the Head of the school should be returned as soon as possible.

WALTHAM FOREST
(London Borough of)
EDUCATION COMMITTEE
The borough is within easy access of central London and bordered by Epping Forest. London addition to salary payable.
For Easter or September 1976
TOM HOOD SENIOR HIGH SCHOOL
Headmaster: Mr. K. D. Berry, B.A.
Terling Close, London E11 3NT
HEAD of sixth form, Scale 4. A well qualified and experienced TEACHER is required for this mixed senior high comprehensive school (14 to 19 years) to be responsible for the academic and social well being of an open sixth form of some 130 students with a wide range of abilities. Duties will include sixth form discipline, guidance on courses of study and sixth form timetable compilation etc.
The successful candidate will be a member of the senior management team and will be involved in general decision making and the formulation of policy of the school.
Application forms obtainable from the Head Teacher on receipt of a stamped addressed envelope.

Remedial Posts

Heads of Department

BEDFORDSHIRE
EDUCATION SERVICE
NORTHERN AREA
STRATTON UPPER SCHOOL AND COMMUNITY COLLEGE
Biggleswade
(At present Mixed Grammar School, taking first comprehensive 13+ entry in September, 1976)
Headmaster: Mr. G. Suggitt, M.A.
Required for September, 1976:
HEAD of REMEDIAL DEPARTMENT, Scale 3, to be responsible for the introduction of a programme of remedial education for pupils with learning difficulties. An experienced teacher is looked for with an imaginative and sympathetic approach.
The County operates a generous scheme of assistance with removal and legal expenses. Application forms and further particulars obtainable from the Headmaster at the school.

ESSEX
COUNTY COUNCIL
Generous grants for removal, lodging, and disturbance expenses are payable in approved cases, and details of the availability of housing and nursery education can be obtained at the time of application.
FURTHERWICK PARK SCHOOL
(Roll 1,250)
Furtherwick Road, Canvey Island SS8 7AZ
Tel.: Canvey 3187/8
HEAD OF REMEDIAL TEACHING
Scale 3. A teaching specialist required to lead and organize the remedial work throughout the school and be personally responsible for Remedial English in Years 4 and 5. Excellent facilities including television, video and ancillary staff.
Application forms and further particulars may be obtained from the Head of the school, to whom completed application forms should be returned.

NEWHAM
(London Borough of)
EASTLEA SCHOOL
Hilda Road, London E16 4NP
(1,290 mixed on roll)
Headmaster, Mr. D. T. Taaffe
Required Easter or September, 1976:—
HEAD of REMEDIAL DEPARTMENT. Scale 3/4 (according to qualifications and experience of successful applicant).
Remedial work in this mixed ability school is undertaken on a withdrawal basis, and the Department works closely with the Integrated Studies Department of the Lower School.
Burnham Scale plus London Allowance (£351) plus Social Priority Allowance (£201 or £276).
For further information and application forms please contact Mr. D. T. Taaffe at the school. (Tel.: 01-511 [illegible].)
Completed application forms should be returned to the undersigned as soon as possible.
J. S. Wilkie, M.A., Ph.D., Director of Education, Education Offices, Broadway, Stratford, E15 4BH.

SEFTON
(Metropolitan Borough of)
EDUCATION COMMITTEE
WARWICK BOLAM HIGH SCHOOL
The Marian Way, Netherton, Merseyside L30 3TQ
Required for April, 1976, HEAD of DEPARTMENT for REMEDIAL WORK Scale 3.
The successful candidate will be responsible for a well-established Remedial Department, with a total staff of three, in this mixed 11 to 18 Comprehensive School. Work is on both a class and withdrawal basis.
Application forms and further details are available from the Headmaster of the School on receipt of a stamped addressed envelope.

SUNDERLAND
(Borough of)
EDUCATION DEPARTMENT
PENNYWELL SCHOOL
Portsmouth Road, Sunderland SR4 9RA
(Group 12 Comprehensive (11-18) 1,500 on Roll)
Required for 26th April, 1976, HEAD of REMEDIAL and COMPENSATORY STUDIES (Scale 3).
Application forms obtainable from the Headteacher on receipt of a stamped addressed foolscap envelope, should be returned to him within 14 days of the appearance of this advertisement.
Removal expenses and temporary lodging allowance may be granted in the case of an appointee from outside the area.
L. A. Bloom, Chief Executive, Town Hall and Civic Centre, Sunderland, SR2 7DN.

Other Posts on Scale 2 and above

COVENTRY (City of)
WHITLEY ABBEY MIXED COMPREHENSIVE SCHOOL
(1,650 on roll)
Required Autumn Term—
REMEDIAL ENGLISH—Scale 2.
Experienced teacher, sympathetic to mixed ability classes, and able to encourage and support the language development of younger less able pupils.
Apply by letter giving full details, age, qualifications, experience and names and addresses of two educational referees to the Headmaster at the school, Abbey Road, Coventry CV3 4BD.

GLOUCESTERSHIRE
TEWKESBURY SCHOOL
REMEDIAL TEACHER required for April (or September) as second in department of this 10-form entry Comprehensive School. Scale 2.
Candidates must be experienced in assessment of slow learners, in structuring individual learning situations and in social development of children. Temporary appointment for summer term considered.
Application forms and further details from Headmaster, Tewkesbury School, Tewkesbury.

HILLINGDON
(London Borough of)
HARLINGTON SCHOOL
New Road, Harlington, Hayes UB3 5BE
(Number on roll 700; 25 in Sixth Form)
Headmaster: T. D. McCulley, M.A.
Required for the Summer Term 1976 or earlier, if possible for work with slow learners. Initially the teacher appointed will be asked to take charge of REMEDIAL ENGLISH work in the Lower School but in September must be prepared to teach MATHEMATICS, ENGLISH and the HUMANITIES to a small first-year group.
Scale 2 post available for suitably experienced applicant.
Application forms from and returnable to the Headmaster upon receipt of a stamped addressed envelope.
London Allowance payable.

HUMBERSIDE
EDUCATION COMMITTEE
SCUNTHORPE DIVISION
GOOLE GRAMMAR SCHOOL
Boothferry Road, Goole
(Number on roll 1,310)
Headmaster: P. L. Teed
Applications are invited for a post becoming vacant in this 13 to 18 (12-form entry) Upper School for September. This is a SENIOR TUTOR for REMEDIAL RESOURCES at Scale 2, or Scale 3 for a suitably qualified and experienced teacher. Major building extensions will this Summer provide more than adequate facilities. Remedial Studies in this school are well established and have developed particularly closely with Drama. It is hoped that this approach will continue.
Application forms obtainable from the Headmaster should be returned by 19th February 1976.

KENT
COUNTY COUNCIL
EDUCATION COMMITTEE
GRAVESHAM DIVISION
THAMESVIEW SCHOOL
Thong Lane, Gravesend
Day Unit for Maladjusted Girls
Required as soon as possible, TEACHER to be in CHARGE of the UNIT. Burnham Scale 2 plus Special Schools Allowance.
Thamesview Unit is attached to a large Secondary School and provides accommodation for 12-16 girls of secondary age who have encountered problems in school through difficulty in forming relationships, school-phobia and other anxieties. The organisation of the Unit is very flexible and requires a patient, resourceful and sympathetic teacher to build up girls' confidence and self-awareness to enable them to cope with a return to their original school. The Unit is staffed by one other teacher and has its own Welfare Assistant.
Thamesview Unit is purpose built having its own common room, learning bays, craft room, kitchen and tutorial rooms. The specialist facilities in the main school are available for girls in the Unit.
The teacher appointed will be expected to maintain close links with the homes, social and psychological services and the Secondary schools.

Applications by letter to the Headmaster at the school, giving full details and the names and addresses of two referees.

MEDWAY DIVISION

ROCHESTER, WARREN WOOD SECONDARY SCHOOL FOR BOYS
Arethusa Road, Rochester
Required for the Summer Term, a TEACHER to be in CHARGE of REMEDIAL EDUCATION throughout the school. Scale 3 post available for a suitable candidate. Social Priority Schools Allowance also payable. Initially the appointment is for one term only but there may be the possibility of a permanent position.
Applications, quoting two referees, to the Headmaster at the school, as soon as possible.

NOTTINGHAMSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
Applications are invited from suitably qualified TEACHERS for the following post:—
ILKESTON FIELDS SECONDARY BOYS SCHOOL
Boundary Road, Beeston, Nottingham, NG9 2RG
Headmaster, F. J. Hilton, B.A.
(Boys: 495 (11-16))
Re-advertisement
TEACHER (Scale 2) with responsibility for slow-learners in first and second years. ENGLISH and MATHEMATICS essential, with some History if possible.
Applications (no forms) to the Headmaster, with names of two referees, as soon as possible.

WALTHAM FOREST
(London Borough of)
EDUCATION COMMITTEE
The borough is within easy access of Central London and bordered by Epping Forest. London addition to salary payable.
REMEDIAL TEACHING SERVICE
Applications are invited from experienced Secondary TEACHERS with an interest in teaching pupils with learning difficulties who wish to join an expanding team of teachers seconded to Comprehensive High Schools (11 to 14 years) on a long term basis. Primary experience is useful but not essential.
The appointments are for Easter, 1976, and either a Scale 2 or 3 post will be available, according to the applicant's qualifications and experience.
Application forms and further particulars of the service available on receipt of a stamped addressed envelope, from the Chief Education Officer, Municipal Offices, High Road, Leyton, London E10 5QJ.

WILTSHIRE
THE JOHN OF GAUNT SCHOOL
Trowbridge
(Mixed 1,177—Grammar turning Comprehensive)
Experienced and qualified person required in April to take charge of BASIC STUDIES (Remedial education) and Special School Unit (Scale 3). Full details from Headmaster (stamped addressed envelope). Early application necessary.
Please specify the post for which you are applying as we advertise other posts in this issue.

Scale 1 Posts

CORNWALL
EDUCATION COMMITTEE
There is a scheme for removal expenses
BODMIN SCHOOL
(Comprehensive, mixed 11-18)
Number on roll 1,260
Headmaster, A. H. Hayward, B.Sc.
SCHOOL COUNSELLOR, SCALE 1
Required in April, 1976, suitable applicants to assist with communication skills, particularly with slow learners. The ability to help in the fields of RELIGIOUS EDUCATION and/or MUSIC would be an advantage.
Interested applicants are asked to write to the Headmaster, Bodmin School, Lostwithiel Road, Bodmin, Cornwall, PL31 1DD, as soon as possible, enclosing a curriculum vitae and the names and addresses of two referees.
K. Cruise, Secretary for Education, Education Department, County Hall, Truro.

CORNWALL
EDUCATION COMMITTEE
There is a scheme for removal expenses.
BODMIN SCHOOL
(Comprehensive; mixed 11 to 18)
(Number on roll, 1,260)
Headmaster: A. H. Hayward, B.Sc.
REMEDIAL
A TEACHER with some experience of working with disturbed children is required to assist in the Special Unit which has been set up in a family house near the school. This Unit at present caters for about 20 pupils at a time.
Letters of application, including a curriculum vitae and the names and addresses of two referees, should be sent to the Headmaster, Bodmin School, Lostwithiel Road, Bodmin, Cornwall, PL31 1DD, within the next 14 days.
Further details of the post can be obtained from the Headmaster at the above address.
K. Cruise, Secretary for Education, Education Department, County Hall, Truro.

HARINGEY
(Borough of)
WOOD GREEN SCHOOL
White Hart Lane, N 22
Mixed Comprehensive School of 1,300 pupils at present housed on two sites
Required for at least the Summer Term, 1976.—
A part-time TEACHER (0.5) mainly to give special tuition in ENGLISH to pupils over 13 by withdrawal, but also willing to be involved in European Studies teaching Third Year pupils.
Removal expenses—100 per cent allowed. London Allowance (£351) payable.
Forms of application (stamped addressed envelope) available from the undersigned to be returned to Head of school as soon as possible.
Chief Education Officer, Education Offices, Somerset Road, N17 9EH.

HUNTINGDON
HINCHINGBROOKE SCHOOL
(11-18 Comprehensive)
A TEACHER to work with slow learners, especially in years three and four. There is a separate unit for socially needy pupils which would not necessarily be linked to this post. It would be possible to continue a subject interest if desired.
This voluntary controlled school grew out of Huntingdon Grammar School and in September will have 1,600 pupils, 200 in Sixth. Outstanding setting on edge of Huntingdon includes Hinchingbrooke House and new buildings.
Apply by letter to the Headmaster with curriculum vitae and names of two referees, also one testimonial if available.

LONDON, S.W.6
THE LONDON ORATORY SCHOOL
Seagrave Road, SW6 1RX
Required for 1st March (or as soon as possible thereafter) TEACHER of Part-time (0.6) TEACHER of REMEDIAL ENGLISH.
Application form and particulars from the Secretary (Tel.: 01-385 0102).

SHROPSHIRE
EDUCATION COMMITTEE
ADAMS SCHOOL
Wem, Shrewsbury, SY4 5DU
Experienced TEACHER required September for REMEDIAL DEPARTMENT (Scale 1). Mixed Comprehensive; 950 on roll.
Further details from Headmaster (stamped addressed envelope).

SOMERSET
See displayed advertisement under SECONDARY EDUCATION.

WALSALL
METROPOLITAN BOROUGH
EDUCATION COMMITTEE
THE ALUMWELL SCHOOL
Primley Avenue, Walsall WS2 9UP
Required from April, 1976:
REMEDIAL POST, Scale 1 (an S.P.S. Allowance of £201 is available)
An enthusiastic TEACHER is needed to join a recently established department, to work with First and Second Year pupils at Lower School. Some general teaching would be required in the first instance.
Experience with less able children would be an advantage. Apply to the Headteacher at the above school.

By Subject Classification

Art and Design

Heads of Department

BEDFORDSHIRE
EDUCATION SERVICE
SOUTHERN AREA
VANDYKE UPPER SCHOOL AND COMMUNITY COLLEGE
Leighton Buzzard
(10-form entry: Co-educational: 13 to 18)
Headmaster: Bernard Vaughan, J.P., B.A.
HEAD of ART and DESIGN, Scale 4, required for this new Upper School and Community College opening in September in new buildings with a 13 plus entry of 360. Apart from founding, staffing, equipping and developing this important department, the successful candidate will play a major part in the planning of the new school and of the academic structure in particular, acting initially as head of an appropriate faculty. High academic ability, successful teaching experience, including work at an advanced nature and sound administration are clearly qualifications for this post, and since it is hoped that the department will have a major influence in many areas of the curriculum and on the appearance and atmosphere of the whole school the qualities of imagination and initiative and the ability to coordinate the work of others would be valuable.
The Authority has a scheme for teachers moving into the county to assist with removal expenses.
Further details and application forms obtainable from the Southern Area Education Officer, Southern Area Education Office, 55a Old Bedford Road, Luton LU2 7NY, to be returned by February 16th.

DORSET
QUEEN ELIZABETH'S SCHOOL
Wimborne Minster
(Upper Comprehensive, 13-18, 1,170 on roll)
Required September, 1976. Experienced teacher for HEAD OF ART DEPARTMENT, Scale 4. Purpose-built suite of rooms. Assistance with removal and legal expenses.
Application forms and further particulars from the Headmaster on receipt of stamped addressed envelope.

Educational Appointments

Unless otherwise stated, application forms are obtainable from and returnable to the Education Officer, 50 Huddersfield Road, Barnsley, by the dates indicated (s.a.e. please). Please quote appropriate reference number if applicable.

PENISTONE GRAMMAR SCHOOL

Penistone, Sheffield
Headteacher, W. B. Simms, M.A.
(Co-Educational Comprehensive)
Required for September, 1976.
Headteacher—Group 12 (Ref. B.E.14)
Closing date : 20th February, 1976.

DEARNE THURNSCOE THE HILL JUNIOR SCHOOL

Thurnscoe, Rotherham
Deputy Headteacher—Group 5
Closing date : 20th February, 1976.

WORSBROUGH LOBWOOD INFANT SCHOOL

Lobwood Lane, Worsbrough Bridge, Barnsley
Deputy Headteacher—Group 4
Closing date : 20th February, 1976.

DEARNSIDE SCHOOL

Goldthorpe Road, Goldthorpe, Rotherham
Headteacher : L. Dickinson
(Mixed 11-16 years with a comprehensive intake up to 3rd year.)

English Teacher (Scale 2)

Sympathy with thematic approach. Experience up to C.S.E. and 'O' level and a willingness to enter fully into the life of a developing school desirable.
Apply by letter to the Headteacher giving full curriculum vitae and two referees as soon as possible.

DARTON HIGH SCHOOL

Churchfield Lane, Kexborough, Barnsley
Headteacher : H. Crowther
(11-18 Comprehensive; n.o.r. 1,230)

Experienced Teacher

To be involved in the running of the Mathematics Department. The successful candidate would be Second in the Department, Scale 3, and would play a large part in the future development of the department. At present the courses are traditional with S.M.P. being established up to the fourth year. He or she would also be involved in the teaching of the subject to C.S.E., G.C.E. 'O' and 'A' level.
Apply by letter to the Headteacher giving full curriculum vitae and two referees as soon as possible.

BARNSLEY Metropolitan Borough

SECONDARY (COMPREHENSIVE)

Hawarden High School
(Becoming "all through" 11-18—Group 10—750 pupils in September 1976)
Head—Mr. T. K. Hibbert, B.A.

Applications are now invited, for September 1976, for TWO posts at DEPUTY HEAD level (Group 10) :—

1. DEPUTY HEAD
2. SECOND MASTER/MISTRESS

Duties of these posts, which are on the second tier of school management along with the existing First Deputy, will include :
(a) a substantial teaching commitment.
(b) co-ordination of curriculum development.
(c) translation of curricular patterns into functional time-tables.
(d) co-ordination of the school's pastoral system, including liaison with outside agencies.
(e) development of the school's learning and teaching resources.

Candidates should outline in their letter of application (which is attached to the official form) in which of these areas they have particularly relevant interests, qualifications and experience.

Castell Alun High School,
Hope, Nr. Gaergwrle, Wrexham
Head—D. Geraint Williams, B.A.

The school, based in a semi-rural area, centrally situated, is an all through 11-18 (980 pupils on roll in September 1976).
The school, already well established and having a tradition of progressive education and strongly developed community links, is housed in new purpose-built, well equipped buildings containing facilities for flexible teaching situations, a resources centre and a community sports and recreation centre.

Applications are invited from suitably qualified candidates for the post of

ACADEMIC REGISTRAR
(Deputy Head Salary, Group 10)

This appointment, to date from 1st September, 1976, will augment the second tier of the school's management structure. Duties of the post will include :
(a) a significant teaching commitment.
(b) curriculum development and timetabling ; and
(c) day-to-day internal organisation.
but the more specific and detailed responsibilities attaching to the post will be a matter for discussion with the successful candidate.

St. Joseph's R.C. High School,
Sontley Road, Wrexham
(11-18, 440 pupils)
Head—J. K. Thompson, M.A., B.Sc.
Required for 1st September 1976 :

DEPUTY HEAD, Group 8

Applications are invited from suitably qualified and experienced Catholic Teachers for the post of Deputy Head at this mixed three-form entry comprehensive school. It is envisaged that the school will become four-form entry in September 1977.
The post involves administrative duties as well as pastoral care responsibility for girls.
Application forms and further particulars may be obtained from the undersigned, to whom completed forms should be returned by February 25th. (Tel : Mold 2121, Extension 528/529).

JOHN HOWARD DAVIES
Director of Education.

Shire Hall,
MOLD.

CLWYD COUNTY COUNCIL
JOHN HOWARD DAVIES, Director of Education, Shire Hall, MOLD.

SECONDARY
Art and Design
continued

Other Posts on Scale 2 and above

Scale 1 Posts

Careers

Head of Department

Classics

Head of Department

Commercial Subjects

Head of Department

Other Posts on Scale 2 and above

Scale 1 Posts

Domestic Subjects

Head of Department

SECONDARY
Domestic Subjects
continued

Other Posts on Scale 2 and above

Scale 1 Posts

Other Posts on Scale 2 and above

Scale 1 Posts

English

Head of Department

Economics

Head of Department

Other Posts on Scale 2 and above

EDUCATION DEPARTMENT

Abbs Cross School (Roll 940 Co-Educational)
Abbs Cross Lane, Hornchurch, Essex

This is a 6/8 F.E. 11 to 18 comprehensive school which has firmly established academic courses. There is a Sixth Form of 150 and more than 20 subjects are offered at "A" level. Post-war buildings on a 17 acre site with additions completed in 1974 provide good facilities in all subjects.

Required for September, 1976.

SENIOR MISTRESS

Group 11

The successful candidate will be required to play a major role in the formulation and implementation of school policy and in the day-to-day administration of the school.

There is a scheme for removal expenses.

Application forms and further details (s.a.e.) available from the Director of Educational Services, Mercury House, Mercury Gardens, Romford RM1 3DR, to be returned by 23rd February, 1976.

ST. HELENS BOROUGH COUNCIL
EDUCATION COMMITTEE

Robins Lane Secondary School

(800 mixed; Comprehensive: 11-16 years, designated 11-18)
Kinmel Street, St. Helens, WA9 3NF

Required for May, DEPUTY HEADMISTRESS (2nd DEPUTY) for this GROUP 10 SCHOOL. The woman appointed will be a member of the Senior Management and Policy making team and will be expected to make a major contribution to the day to day administration of the school.

Further details and application forms from the Headteacher to whom they should be returned as soon as possible.

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SECONDARY
Art and Design
continued

GLOUCESTERSHIRE
MAIDENHILL SCHOOL
Stonehouse
(Mixed 770)
HEAD of DESIGN (Scale 3) required in April to organise work in ART, LIGHT CRAFTS and TEXTILES in this secondary modern school scheduled to become comprehensive in September. The whole of the Design Department is being re-housed and re-equipped.
Well qualified and experienced applicants should write fully to the Headmaster, naming two referees.

HUMBERSIDE
EDUCATION DEPARTMENT
EAST RIDING DIVISION
SOUTH HUNSLEY SCHOOL
East Dale Road, Melton
North Ferriby
Required for Easter, 1976, a TEACHER as HEAD of ART DEPARTMENT. A Scale 3 post is available for a suitably qualified and experienced candidate who will be expected to maintain and extend the work of the department across the full age and ability range up to and including G.C.E. "A" level.
This is a fully comprehensive, co-educational 11 to 18 school with 1,420 pupils on roll and is situated in rural surroundings eight miles west of Hull. Its modern buildings provide excellent facilities for Art and Craft with specialist rooms in both the Middle and Upper School buildings.
Further information is available from the Headmaster at the school, to whom applications, by letter in the first instance, enclosing the names of two referees, should be sent as soon as possible.

KENT
COUNTY COUNCIL
EDUCATION COMMITTEE
GRAVESHAM DIVISION
THAMESVIEW SCHOOL
Thong Lane, Gravesend DA12 4LF
Required for September, 1976, teacher to be HEAD of ART DEPARTMENT (Scale 3). The Art teaching is carried on in three specialist rooms, one liberally equipped for Pottery, one for Fabric Printing and Graphic ...

[illegible]

Other Posts on Scale 2 and above

GLOUCESTERSHIRE
(County of)
SAINTBRIDGE SCHOOL
Cotteswold Road, Gloucester
(Comprehensive, 935 boys including 90 in Sixth
Modern and new buildings
ART SPECIALIST required to be Second in an expanding department with interests in Painting, Graphics, Print-making, Printing and Typography.
C.S.E., "O" and "A" level work. Scale 2 or 1.
Applications (no forms) naming two referees, to the Headmaster.

STAFFORDSHIRE
COUNTY COUNCIL
EDUCATION COMMITTEE
NORTHERN AREA
THE BIRCHES HIGH SCHOOL
Birches Head Road, Hanley
Stoke-on-Trent
(Number on Roll: 503)
(Age range 13-16 years)
Applications are invited for a post in the ART and CRAFT DEPARTMENT (Scale 2) for a suitably qualified applicant. The person appointed to be a member of a team working in an open-plan situation and emphasis to be on exploring the field of creative work with Fabric and Thread.
The above appointment which is vacant from Easter, 1976. Forms of application for this appointment and further particulars, where applicable, are obtainable from the Head Teacher at the school to whom they should be returned on or before 16th February, 1976.
A. Law, Area Education Officer.

WARWICKSHIRE
EDUCATION DEPARTMENT
HIGHAM LANE SCHOOL
Higham Lane, Nuneaton
(900 on roll)
ART TEACHER, with particular emphasis on Pottery. In the wide-ranging and well-established Design Faculty of this 12-16 Comprehensive school. Scale post available.
Application forms available ...

[illegible]

Scale 1 Posts

[illegible]

Careers

Heads of Department

[illegible]

Classics

Heads of Department

[illegible]

Other Posts on Scale 2 and above

[illegible]

Scale 1 Posts

[illegible]

Commercial Subjects

Heads of Department

[illegible]

Other Posts on Scale 2 and above

[illegible]

Scale 1 Posts

[illegible]

... Edge Lane, Stretford, Manchester M32 8JB
Telephone 061-865 5463
HEAD of ART. Scale 3, required for September, 1976, well qualified person to teach "O" and "A" levels.
Application forms, available from the Head of the school, should be returned as soon as possible.

... EDUCATION COMMITTEE
Applications are invited for the following teaching appointment:
RIVINGTON SECONDARY SCHOOL
(850 mixed: 11-16 Comprehensive: designated 11-18)
Rivington Road, St. Helens.
ART—Scale 1—required for 1st May 1976. Well established Courses to G.C.E. "O" level and C.S.E. through an Options scheme.

EDUCATION DEPARTMENT
Abbs Cross School (Roll 940 Co-Educational)
Abbs Cross Lane, Hornchurch, Essex

This is a 5/6 F.E. 11 to 16 comprehensive school which has firmly established academic courses. There is a Sixth Form of 150 and more than 20 subjects are offered at "A" level. Post-war buildings on a 17 acre site with additions completed in 1974 provide good facilities in all subjects.

Required for September, 1976.

SENIOR MISTRESS
Group 11

The successful candidate will be required to play a major role in the formulation and implementation of school policy and in the day-to-day administration of the school.

Havering

There is a scheme for removal expenses.

Application forms and further details (s.a.e.) available from the Director of Educational Services, Mercury House, Mercury Gardens, Romford RM1 3DR; to be returned by 23rd February, 1976.

... Head: P. E. A. Birchinall, B.A.
Required from 27th April, 1976, a TEACHER of COMMERCIAL SUBJECTS (mainly TYPEWRITING) for one full day and two half days each week.
Application forms and further details available from the Headmaster at the school. Closing date for applications: 23rd February, 1976.

... sive, having 1,260 pupils aged 11 to 18 on roll. It is situated in a very pleasant countryside in the ancient market town of Saffron Walden, some 40 miles from London and 15 from Cambridge.
Application forms and further particulars may be obtained from the Head of the school concerned, unless otherwise stated, to whom completed application forms should be returned.

ST. HELENS BOROUGH COUNCIL
EDUCATION COMMITTEE

Robins Lane Secondary School

(800 mixed; Comprehensive: 11-16 years, designated 11-18)
Kinmel Street, St. Helens, WA9 3NF

Required for May, DEPUTY HEADMISTRESS (2nd DEPUTY) for this GROUP 10 SCHOOL. The woman appointed will be a member of the Senior Management and Policy making team and will be expected to make a major contribution to the day to day administration of the school.

Further details and application forms from the Headteacher to whom they should be returned as soon as possible.

SECONDARY
Domestic Subjects
continued

[illegible]

Scale 1 Posts

[illegible]

Other Posts on Scale 2 and above

[illegible]

Domestic Subjects

Heads of Department

[illegible]

Scale 1 Posts

[illegible]

English

Heads of Department

[illegible]

Economics

Heads of Department

[illegible]

Other Posts on Scale 2 and above

[illegible]

SECONDARY
English
continued

BEDFORDSHIRE
EDUCATION SERVICE
NORTHERN AREA
WOOTTON UPPER SCHOOL
Hall End Road, Wootton, Beds
Headmaster: S. Clews, M.A., M.Ed.
Required for September 1976 SECOND in ENGLISH Department. Scale 3. New school with first intake at 13-plus in September 1976. Willingness to teach to "A", "O" and C.S.E. levels is essential. Ample scope for development of particular interests.
The county operates a scheme of assistance with removal and legal expenses.
Application forms and further details available from the Headmaster to whom completed forms should be returned by February 16.

DERBYSHIRE
COUNTY COUNCIL
HADFIELD SCHOOL
(Group 10)
Newshaw Lane, Hadfield
Via Hyde, Cheshire SK14 8DA
ASSISTANT TEACHER for ENGLISH (Scale 3) required for September, 1976.
For further details please send stamped addressed envelope. Letters of application to the Headmaster, giving details of qualifications and experience, and names of two referees.

DERBYSHIRE
COUNTY COUNCIL
LEES BROOK SCHOOL
Morley Road, Chaddesden
Derby
Required for Summer Term a well qualified and experienced TEACHER of ENGLISH (Scale 3) for this 6 form entry, 11-18 Group 11 Comprehensive School.
The person appointed will become second member of staff in a department of 10.
Apply by letter to Headmaster quoting names and addresses of two referees.

KENT
COUNTY COUNCIL
EDUCATION COMMITTEE
DOVER GRAMMAR SCHOOL FOR BOYS
(730 on roll)
Required for September, 1976, a GRADUATE to teach ENGLISH to Advanced and Scholarship levels.
A Scale II post is available for a suitable candidate.
Apply by letter direct to the Headmaster at the school, giving two referees. (No forms.)

MEDWAY DIVISION

ROCHESTER, WARREN WOOD SECONDARY SCHOOL FOR GIRLS
City Way
TEACHER for ENGLISH required from Easter, with special interest in lesser able pupils. Scale 2 post available for suitably qualified and experienced teacher. Help with Junior Science would be an advantage.
Applications by letter to the Headmistress, quoting two referees, please.

DOVER DIVISION

AYLESHAM SECONDARY,
Aylesham, Canterbury
(440 on roll)
TEACHER required to teach ENGLISH throughout the school to C.S.E. level. Interest in library work preferred. Scale 2 for suitably qualified applicant.
Applications to the Headmaster at the school.

THANET DIVISION

THE KING ETHELBERT SCHOOL
Birchington-on-Sea, Kent
(Roll 740, mixed)
Age range 11 to 18
ASSISTANT TEACHER, second in department, to teach ENGLISH. Scale 2 post available for suitably qualified and experienced candidate. An interest in drama and integration of subjects an advantage.
Applications with names of two referees to Headmaster.

TONBRIDGE MALLING DIVISION

CLARE PARK SCHOOL
East Malling, near Maidstone
Large mixed High School (1,400 pupils) with full range intake. New purpose-built buildings. [illegible]

KINGSTON upon Thames
[illegible]

LEICESTERSHIRE
[illegible]

OXFORDSHIRE
WHEATLEY PARK SCHOOL
[illegible]

ST. HELENS
EDUCATION COMMITTEE
Applications are invited for the following teaching appointment.—
GRANGE PARK SECONDARY SCHOOL
[illegible]
ENGLISH, Scale 3, experienced GRADUATE required to be second in the English Department.
[illegible] forms are available from the [illegible] to whom [illegible] should be returned immediately.
Further details also available from the Head Teacher at the school.

WALSALL
METROPOLITAN BOROUGH
EDUCATION COMMITTEE
BARR BEACON
COMPREHENSIVE SCHOOL
Old Hall Lane, Aldridge, Walsall
Required for the beginning of the Summer Term, 1976—
ENGLISH TEACHER, Scale 3. Second in Department.
The successful applicant will be required to teach all ability groups up to "A" level and to assume delegated responsibility for the organisation of C.S.E. groups.
Apply to the Head Teacher at the above School.

WILTSHIRE
COUNTY COUNCIL
HIGHWORTH COMPREHENSIVE SCHOOL
Highworth, near Swindon
Number on roll: 675 mixed
Required for September, 1976, for a Scale 3 post in the ENGLISH DEPARTMENT, an ENGLISH SPECIALIST TEACHER with a particular interest in the teaching of REMEDIAL ENGLISH. Candidates must be well qualified and experienced and have some specialist knowledge or expertise in dealing with remedial work.
Highworth Comprehensive is a growing school housed in modern buildings set in pleasant rural surroundings on the southern edge of the town.
Application forms and further information obtainable by sending a stamped addressed envelope to the Headmaster. Closing date for applications 23rd February, 1976.

Scale 1 Posts

BARKING
(London Borough of)
DAGENHAM PRIORY
COMPREHENSIVE SCHOOL
(Roll 1,100)
School Road, Dagenham
Required, April, 1976 :—
ENGLISH and DRAMA. A TEACHER with a strong interest in Drama is required for one term in the first instance to replace a Drama teacher on secondment. Good opportunity for a teacher still seeking a first appointment. Possibility of permanency from September, Scale 1.
London Addition £351 per annum. Reimbursement of removal expenses in approved cases.
Application form (stamped addressed envelope) available from Head Teacher at the school, returnable by 17th February, 1976.

BEDFORDSHIRE
EDUCATION SERVICE
NORTHERN AREA
SHARNBROOK UPPER SCHOOL
(Group XI)
A TEACHER of ENGLISH (Scale 1 post) is required for September to work in a developing department. An enthusiastic person is sought who is keen to become involved in the work and activities of a new school.
The school opened in new buildings last September with 240 pupils on roll. A phased building programme, now well advanced, provides for expansion to 1,100, with a Sixth Form of 200.
Sharnbrook is an attractive village in the pleasant rural area of North Bedfordshire, which comprises the school's catchment area. It is intended that the school will serve as the area's Community College.
[illegible]

BERKSHIRE
[illegible]

DEVON
[illegible]

DORSET
THE PURBECK SCHOOL
[illegible]

ESSEX
COUNTY COUNCIL
[illegible]

THE FURTHERWICK PARK SCHOOL
(Roll: 1,250)
Furtherwick Road, Canvey Island
SS8 7AZ
Tel: Canvey 2157/8
ENGLISH
An opportunity for the newly qualifying. Vacancy in September for English specialist to teach mainly in Lower School with opportunity for team teaching if required. Any help available.
THURSTABLE COMPREHENSIVE SCHOOL
(Roll: 825)
Maypole Road, Tiptree
Colchester, Essex
Tel: Tiptree 816529
ENGLISH
Young trained GRADUATE for September. Some experience preferred. Scope for personal and professional development in progressive department. Pleasant rural setting.
Application forms and further particulars may be obtained from the Head of the School concerned, unless otherwise stated, to whom completed application forms should be returned.

HILLINGDON
(London Borough of)
BOURNE SCHOOL
Southbourne Gardens, Ruislip
HA4 9TR
(Number on roll 927—62 in Sixth Form)
Headmaster, J. L. Stibbs, Esq., M.A.
Required for the Summer Term, 1976, full or part-time TEACHER of ENGLISH, Scale 1.
Please apply by letter to the Headmaster at the school giving full details.
London Allowance payable.

HUMBERSIDE
EDUCATION DEPARTMENT
EAST RIDING DIVISION
HORNSEA SCHOOL
Eastgate, Hornsea
North Humberside
(Mixed—Number on roll 1,000)
Required for September in this fully comprehensive school, a TEACHER to share the teaching of ENGLISH throughout the school up to and including "A" level. Scale 1 post.
Further information and application forms will be forwarded on receipt of a letter of application, stating briefly qualifications, experience and interests, to the Headmaster of the school.

LEEDS
ST. MARY'S COLLEGE
Church Road, Leeds LS9 8LA
Required for Easter, ENGLISH GRADUATE to teach throughout this direct grant R.C. girls' grammar school up to and including "A" level. Interest and, preferably, experience in drama work a strong recommendation.
Scale 1 or 2 depending on qualifications and experience.
Apply to the Headmistress at the school, enclosing curriculum vitae and the names and addresses of two referees.

LINCOLNSHIRE
EDUCATION COMMITTEE
DE ASTON SCHOOL
Market Rasen
Required for September, 1976, a TEACHER of ENGLISH. The school, comprehensive, 11 to 18, is an amalgamation of former grammar and modern schools, on grammar school site in extended and remodelled buildings which include a Drama Studio. Drama is an integral part of the English Department. 1,200 pupils, including 135 6th form and 60 boy boarders. House pastoral system. Most extra-curricular activities are time-tabled in school time.
Market Rasen lies between Lincoln and Grimsby in a delightful rural part of England with direct London and good main-line connections.
Apply by letter by 20th February, to Headmaster (A. L. Morgan) stating qualifications, experience and interests, and names and addresses of two referees: or telephone (067-32-3464) day, evening or weekend.

LONDON
LATYMER UPPER SCHOOL
Hammersmith, London, W6 9LR
(HMC, Direct Grant, going Independent: 1,100 boys)
Wanted in September, a MASTER to teach ENGLISH up to Advanced and University Scholarship levels. There will be good opportunities for someone who is also interested in contributing to Sixth Form General Studies, Drama or Games.
Bachelor accommodation available during term-time.
Salary London Burnham (post Houghton) on scale appropriate to qualifications and experience.
Apply to the Headmaster with full particulars and names of two referees.

LONDON, S.E.22
JAMES ALLEN'S GIRLS' SCHOOL
East Dulwich Grove, S.E.22
Required in September 1976: GRADUATE to share in the teaching of ENGLISH throughout the Senior School to Advanced and Scholarship levels. An interest in Drama an additional recommendation. Training and experience are desirable.
Salary—Burnham Scale with London Addition.
Apply, with testimonials and names of two referees, to the Head Mistress as soon as possible.

PRESTON
CATHOLIC COLLEGE
Winckley Square, Preston PR1 3HH
(Direct Grant School, preparing for reorganization to Sixth Form College. 860 boys: over 340 in Sixth Form)
Required for September, 1976, GRADUATE to share in the teaching of ENGLISH to "O", "A" and "S" levels. Scale 2 post available for suitably qualified and experienced applicant.
Apply to Headmaster giving curriculum vitae and names of two referees.

SANDWELL
(Metropolitan Borough of)
HILL TOP HIGH SCHOOL
Hill Top, West Bromwich, West Midlands B70 0RX
Required as soon as possible for one term only in the first instance TEACHER of ENGLISH (Scale 1) post
Qualified TEACHER (man or woman) to assist in the ENGLISH DEPARTMENT of the school. Those qualified, but not at present engaged in teaching, are invited to apply.
Applications should be made by letter as soon as possible, giving all relevant details, including name of college with dates or those of last teaching post.
Hill Top High School is a mixed 11 to 16 comprehensive school with very good examination results, very good sporting and extra-curricular activities, but in very old buildings with a number of new additions. It is directly situated on the 75 and 79 Birmingham to Wednesbury bus routes on the border of Wednesbury itself.

WALSALL
METROPOLITAN BOROUGH
EDUCATION COMMITTEE
FRANK F. HARRISON
COMPREHENSIVE SCHOOL
Leamore Lane, Leamore, Walsall
(1,420 Mixed)
Required for Summer Term ENGLISH TEACHER, Scale 1, to join a large department which, in addition to C.S.E., "O" and "A" level courses, is involved in integrated humanities work and the development of drama. The person appointed will teach mainly in the lower school (years 1-3) and a commitment to mixed ability work is expected.
Apply to the Head teacher at the above address.

WALSALL
METROPOLITAN BOROUGH
EDUCATION COMMITTEE
ST. FRANCIS OF ASSISI R.C. COMPREHENSIVE SCHOOL
Erdington Road, Aldridge,
Walsall, West Midlands
Required as soon as possible
ASSISTANT TEACHER for ENGLISH (Scale 1)
ENGLISH GRADUATE to teach in Main School (years 5 to 7). For a new entrant to the profession this would be an excellent opportunity to join a growing and lively department having the use of a language laboratory and six classrooms in one block. This is a temporary post but with every possibility that it will become permanent.
Apply to the Head teacher at the above school.

WILTSHIRE
KINGSDOWN SCHOOL
Stratton St. Margaret
Swindon
Required for September 1976 in this 11-18 mixed comprehensive school of 1,000 pupils with a fully comprehensive intake and set in a delightful area with easy access to the Marlborough Downs, Berkshire Downs, Cotswolds and Upper Thames Valley. Headmaster: J. E. Kemp M.A., M.Ed.
A MASTER or MISTRESS for ENGLISH, Scale 1 to teach the subject throughout the school.
There is a County scheme whereby assistance is given towards the payment of removal expenses and lodging allowances.
Application forms and further information obtainable on receipt of a stamped addressed envelope from the Headmaster at the school to whom they should be returned as soon as possible.

WILTSHIRE
DORCAN SCHOOL
St. Paul's Drive, Covingham,
Swindon
ENGLISH and ENGLISH/DRAMA SPECIALISTS required in April (one vacancy) and September (two vacancies) for this developing 11 to 18 comprehensive school. Well equipped department providing Mode III C.S.E. and "O" level courses. Drama is taught throughout school. Good Library and Drama Hall.
Details of school and posts from the Headmaster, Edward Wallis, M.A., to whom applications giving the names and addresses of two referees should be sent. No forms.

WIRRAL
(Metropolitan Borough of)
WEST KIRBY GRAMMAR SCHOOL FOR GIRLS
Graham Road, West Kirby,
Wirral L48 5DP Merseyside
(1,050 girls)
For September, Graduate TEACHER for ENGLISH
Please apply by letter (no forms), giving curriculum vitae and the names of two referees, to the Headteacher at the School.

WIRRAL
(Metropolitan Borough of)
WIRRAL GRAMMAR SCHOOL FOR BOYS
Cross Lane, Bebington,
Wirral, Merseyside
(1,000 boys)
From September 1, 1976 MASTER or MISTRESS to teach ENGLISH throughout the school. Able to take charge of Drama and produce school plays.
Application forms from the Headteacher to whom they should be returned as soon as possible.

Geography

Heads of Department

BEDFORDSHIRE
EDUCATION SERVICE
NORTHERN AREA
SHARNBROOK UPPER SCHOOL
(Group XI)
A HEAD of GEOGRAPHY DEPARTMENT (Scale 4) is required for September. The person appointed to this new post will be responsible for developing the department in specialist rooms which will be then available. Geography teaching has been shared during this year by two senior staff who have other responsibilities.
The school opened in new buildings last September with 240 pupils on roll. A phased building programme, now well advanced, provides for expansion to 1,100, with a Sixth Form of 200.
Sharnbrook is an attractive village in the pleasant rural area of North Bedfordshire, which comprises the school's catchment area. It is intended that the school will serve as the area's Community College.
Application forms and full details may be obtained by sending a stamped and addressed envelope (indicating this post) to G. W. Grounds, B.A., Headmaster, Sharnbrook Upper School, Odell Road, Sharnbrook, Bedfordshire MK44 1JX.

BRISTOL
REDLAND HIGH SCHOOL FOR GIRLS
(Direct Grant)
Bristol BS6 7EF
Tel: 40796
Number in Senior School: 460
Applications are invited from well qualified and experienced GRADUATES for the post of HEAD of GEOGRAPHY (Scale 3 Houghton) for September, 1976.
Letters giving full particulars and the names of two referees should reach the Head Mistress, Miss W. Hume, M.A., L.T.C.L. by Monday, 23rd February.

HEREFORD AND WORCESTER
COUNTY COUNCIL
ROSS-ON-WYE GRAMMAR SCHOOL
Ross-on-Wye, Herefordshire
HR9 7ET
HEAD of GEOGRAPHY DEPARTMENT
Required for Easter 1976.
Well qualified Honours GRADUATE to take charge of GEOGRAPHY throughout the school. Scale 3 post for suitable candidate. This is a major appointment and the successful applicant will be taking over a highly successful department.
Application forms available from the Head on receipt of stamped addressed envelope to be returned by 16th February.

HERTFORDSHIRE
COUNTY COUNCIL
STEVENAGE DIVISION
NOBEL SCHOOL
Telford Avenue, Stevenage
(800 boys and girls: 70 in Sixth Form. All-ability)
HEAD of GEOGRAPHY (Scale 3) required September. Enthusiasm for modern approach and fieldwork essential.
Write to Headmaster for application form.
Removal expenses may be paid.

LONDON, S.E.22
JAMES ALLEN'S GIRLS' SCHOOL
East Dulwich Grove, S.E.22
Required in September, 1976, HEAD of GEOGRAPHY DEPARTMENT to organize the subject throughout the Senior School and to share in the teaching of the subject to Advanced and Scholarship level.
Salary: Burnham Scale with Inner London Allowance.
Apply to the Headmistress, giving full particulars, the names of two referees and two testimonials.

SHROPSHIRE
EDUCATION COMMITTEE
IDSAL COMPREHENSIVE SCHOOL
(11 to 18)
Coppice Green Lane, Shifnal, Salop
HEAD of GEOGRAPHY, Scale 3, responsible for organization and teaching to "A" level. Roll 900, growing steadily.
Further details from Head Teacher (stamped addressed envelope).

Other Posts on Scale 2 and above

BEDFORDSHIRE
EDUCATION SERVICE
NETHER SWELL MANOR RESIDENTIAL CENTRE
Stow-on-the-Wold, Gloucestershire
Required for Easter 1976, or as soon as possible, a TEACHER of GEOGRAPHY (Scale 2) to be responsible for the organisation of field study and project work in this subject area. The person appointed will join a team of staff at the Centre organising courses for visiting school groups in Geography, History, Biology and Environmental Studies generally. Good experience of field work in Geography is essential and an interest in Biology or History is desirable, as the members of staff work as a team.
The Centre is very pleasantly situated in the Cotswolds and provides residential accommodation for 80 visiting pupils and accompanying staff.
Unfurnished College accommodation is available.
A scale 3 post is available for a suitably qualified and experienced applicant.
Application forms and further particulars are available from the Chief Education Officer, County Hall, Bedford (Ref. TEAE 1). The closing date for applications is 13th February 1976.

BERKSHIRE
HERSCHEL HIGH SCHOOL
Northampton Avenue, Slough
600 boys and girls (selective)
Head, A. E. H. Ward, M.A., B.Sc., F.Inst.P.
Temporary post for the Summer Term (earlier if possible), TEACHER for GEOGRAPHY to "O" and "A" levels. Scale 2 available. Part-time considered. £141 per annum local weighting allowance. Possibility of council accommodation / removal / lodging allowances.
Letters of application to Head at school, with names of two referees (Telephone: Slough [illegible]).

BUCKINGHAMSHIRE
AYLESBURY VALE DIVISION
IVINGHOE ENVIRONMENTAL STUDIES CENTRE
near Leighton Buzzard, Beds
Required Easter or September, a qualified and experienced BIOLOGIST or GEOGRAPHER as Head of this centre which caters for secondary school pupils up to and including Sixth Form level.
Scale 3 salary.
Removal expenses up to £150 payable in approved cases; also a housing allowance for married teachers unable to find immediate accommodation.
Application form (stamped addressed envelope) from Divisional Education Officer, Exchange Street, Aylesbury HP20 1UH. Closing date, February 16.

NORTH YORKSHIRE
(County of)
ST. AIDAN'S C.E. HIGH SCHOOL
Oatlands Drive, Harrogate
Mixed comprehensive, 1,100 pupils
Required for April or September, 1976—
GEOGRAPHER to teach the subject throughout the school to C.S.E., "O" and "A" levels. An interest in field work and quantitative techniques desirable. Scale 2 post available for a suitably qualified and experienced person but applications welcome from those qualifying this year.
Applications, immediately, with full curriculum vitae and the names of two referees to the Headmaster at the school.

Scale 1 Posts

BERKSHIRE
FURZE PLATT COMPREHENSIVE SCHOOL
Furze Platt Road, Maidenhead
(1,000 Co-educational)
Required from the Summer Term, Teacher of GEOGRAPHY (Scale 1), preferably a Graduate. Initially much of the work would be in Lower School including First Year Humanities but teaching at a wide range of levels will be possible. London Weighting £141 per annum.
Assistance with removal expenses in approved cases.
Forms and further details from the Headmaster (stamped addressed envelope).

BRENT
(London Borough of)
KINGSBURY HIGH (MIXED) SCHOOL
Princes Avenue, NW9 9JR
(Situated in very pleasant surroundings)
(Roll 1,780, 11-18 years—300 in Sixth Form)
Required from Summer Term,
TEACHER for GEOGRAPHY up to "O" level in the first instance. Scale 1. This could be a temporary appointment to the end of the Summer term, but for a suitable candidate it could become a permanent one.
London Allowance of £301 per annum is payable. For permanent appointments the Authority has a scheme for assistance with removal expenses including legal fees, etc., travelling and lodging allowances.
Candidates should apply by letter to the Head of the School giving age, present post, qualifications, experience and references, within 7 days.

BRISTOL
BRISTOL GRAMMAR SCHOOL
Would candidates who have not received a written acknowledgement for their application, please write again to the Headmaster.

DORSET
THE PURBECK SCHOOL
Wareham
(Group 13: Comprehensive coeducational: 13 to 18 years: roll 1,250)
Required September, TEACHER of GEOGRAPHY. Mainly C.S.E. and "O" level and some Sixth Form. Interest in European Studies and/or Geology desirable.
Further details and application form (stamped addressed envelope) from Headmaster.

HAVERING
(London Borough of)
EDUCATION DEPARTMENT
THE FRANCES BARDSLEY SCHOOL
Brentwood Road, Romford
RM1 2RR
(Roll 1,150—Girls)
Required Summer Term, 1976.—
Well-qualified TEACHER of GEOGRAPHY. There are long-established courses in C.S.E., G.C.E. "O" level and G.C.E. "A" level. The successful applicant will in the Summer term teach mainly in the Lower School but be available in September. An interest in Social Studies would be a recommendation. Applications for a temporary appointment or for September will be considered.
There is a scheme for removal expenses.
Letters of application to Head Teacher giving full curriculum vitae and quoting two referees.

HERTFORDSHIRE
Dugdale Hill Lane
Potters Bar
OWEN'S SCHOOL
(Founded 1613)
Trustees: The Worshipful Company of Brewers
Required in September, 1976, a graduate TEACHER of GEOGRAPHY to "A" Level (Scale 1 + £141) at this voluntary aided, purpose built, mixed 6 F.E. comprehensive school, which opened in 1973 to replace the long established Owen's grammar schools in Islington from which the remaining senior students will be absorbed by September. Candidates should indicate any interests in out-of-school activities or games.
Further particulars available from Head Master to whom applications containing full details of qualifications and the names of two referees should be sent.

HERTFORDSHIRE
COUNTY COUNCIL
STEVENAGE DIVISION
STEVENAGE GIRLS' SCHOOL
(Group 10)
Valley Way, Stevenage SG2 9AB
ASSISTANT required from September, 1976, to help with the teaching of GEOGRAPHY throughout the school up to and including "A" level. The Department is involved in the Schools Council 14 to 18 Geography "O" level project, with a complementary C.S.E. Mode 3. A willingness to assist in the development of these courses is important. Please apply with copies of testimonials and names and addresses of two referees to the Headmistress.
Further details on request. Removal expenses may be paid.

KENT
COUNTY COUNCIL
EDUCATION COMMITTEE
MAIDSTONE DIVISION
MAIDSTONE OLDBOROUGH MANOR SCHOOL
(1,415 Mixed)
High School with full ability range in first two years, some transfer at 13-plus.
Required for Easter, TEACHER for GEOGRAPHY. Well established G.C.E. and C.S.E. courses. The school is situated in extensive grounds on the outskirts of Maidstone.
Applications with curriculum vitae and naming two referees to the Headmaster.

LEICESTERSHIRE
HAMILTON BOYS' AND GIRLS' SCHOOL
Keyham Lane West, Leicester
Comprehensive 11-16 from August 1976 subject to Secretary of State's approval
Roll 1,072
GEOGRAPHY, Scale 1
Required February, full-time or part-time to teach GEOGRAPHY including examination forms.
Apply (no forms) with the names and addresses of two referees to the Head from whom further particulars may be obtained.

MANCHESTER
XAVERIAN COLLEGE
Manchester 14
(R.C. Direct Grammar School. 690 Boys)
(Designated to become a voluntary aided, mixed Sixth Form College in the pending reorganisation of the Catholic Schools)
Required for September, TEACHER to assist in the GEOGRAPHY DEPARTMENT, at least to "O" level. Ability to assist with games is a recommendation. Scale 2 is available for the appropriate qualifications and experience.
Apply to the Headmaster, giving the customary details and names of two referees.

OXFORDSHIRE
WHEATLEY PARK SCHOOL
Roll 1,040
Holton, Oxford
Required for September, 1976, TEACHER of GEOGRAPHY to G.C.E. and C.S.E. level in this growing school. Applicants should also be prepared to take part in the 1st year Integrated Humanities course, and to share in the planning of Second and Third Year Geography schemes of work.
Letters of application, enclosing a stamped addressed envelope and giving the names of two referees should be sent to the Headmistress by February 13th.

SHROPSHIRE
EDUCATION COMMITTEE
NEW COLLEGE
Telford
(Co-educational Sixth Form College)
Temporary one-term vacancy for the TEACHER of GEOGRAPHY for the Summer Term, 1976.
Further details from the Principal, New College, King Street, Telford. Telford 55923/5.

SOUTHAMPTON
KING EDWARD VI SCHOOL
Kellett Road
SO9 3FP
(Voluntary Aided Grammar School, 750 boys, 240 in the Sixth Form)
Applications are invited for the following post for September, 1976:
GEOGRAPHY TEACHER
Ability to teach other related subjects for a minority of the time would be acceptable.
Full particulars from the Headmaster, Mr. C. Dobson, to whom applications, (no forms) together with the names and addresses of two referees, should be sent as soon as possible to the School at the above address.

a/b = c
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Contact Annice Lightfoot in London at The Times Educational Supplement, P.O. Box 7, New Printing House Square, Gray's Inn Road, London WC1X 8EZ. Telephone No. 01-837 1234.

The Edinburgh office will take your advertisement if this is more convenient.

Contact Gillian Whitmore at Times Newspapers Ltd., 56 Hanover Street, Edinburgh EH2 2DZ. Telephone No. 031-225 6675

SECONDARY
Geography
continued

SUSSEX
HAZELWICK SCHOOL
Three Bridges, Crawley
Required for beginning of Summer term if possible otherwise September, 1976, a Graduate TEACHER of GEOGRAPHY (Scale 1) who can in addition offer some GEOLOGY in this well established comprehensive school. The Geography department comprises five full-time staff and has a very good record in public examinations. Willingness to participate in Field Work is essential.
A temporary appointment for one term only would be considered. Further particulars and forms of application from the Headmaster on receipt of stamped addressed envelope.
London Fringe Allowance.
Removal and resettlement expenses payable in approved cases.
Favourable housing scheme available for teachers appointed within Crawley New Town for permanent appointments only.

WILTSHIRE
KINGSDOWN SCHOOL
Stratton St. Margaret
Near Swindon
Required for September, 1976, in this 11-18 mixed comprehensive school of 1,000 pupils with a fully comprehensive intake and set in a delightful area with easy access to the Marlborough Downs, Berkshire Downs, Cotswolds and Upper Thames Valley.
Headmaster: J. E. Kemp, M.A., M.Ed.
A MASTER or MISTRESS for GEOGRAPHY, Scale 1, to teach the subject throughout the school. A possibility of Sixth Form work.
There is a county scheme whereby assistance is given towards the payment of removal expenses and lodging allowances.
Application forms and further information obtainable on receipt of a stamped addressed envelope from the Headmaster at the school, to whom they should be returned as soon as possible.

WILTSHIRE
MALMESBURY SCHOOL
(Comprehensive)
Headmaster: J. A. D'Arcy
Wanted in September, 1976, for one term only, a TEACHER of GEOGRAPHY to replace someone who is taking leave of absence to work abroad. All work would be in the Upper School which contains 750 pupils aged 13 years upwards.
This could be an ideal post for someone returning from overseas and needing time to find a permanent position.
Letters of application, together with the names and addresses of two referees, to the Headmaster, Malmesbury School, Corn Gastons, Malmesbury, Wilts., SN16 0DF.

WILTSHIRE
SALISBURY, SOUTH WILTSHIRE GRAMMAR SCHOOL
(910 on roll, Sixth Form 250)
Required for September, 1976, a good Honours GRADUATE in GEOGRAPHY to share the teaching throughout the school to Advanced level. Lively modern approach to the subject and an interest in field work essential.
Opportunity to contribute to a wide programme of sixth form General Studies and Integrated Studies in the first year, and to take part in curriculum development.
Please apply immediately to the Headmistress giving full details of qualifications and experience and the names of two academic referees.

History

Heads of Department

BEDFORDSHIRE
EDUCATION SERVICE
SOUTHERN AREA
CARDINAL NEWMAN SCHOOL
Luton
Headmaster: Mr. W. P. Davies, B.Sc.
Required for April or September, 1976:
HEAD of HISTORY DEPARTMENT. Scale 4. Preference will be given to candidates offering, in addition, "A" level Economics. History is well-established in the school, offering candidates for examination at all levels.
This voluntary aided Catholic (11 to 18) mixed comprehensive school opened in September, 1974, in new buildings. It has a seven-form entry covering the whole ability range. The roll is 1,057, including 70 in the Sixth Form.
The Authority has a scheme for teachers moving into the County to assist with removal expenses. Some assistance with accommodation may be possible.
Application forms and further details obtainable from and returnable to the Clerk to the Governors, Cardinal Newman School, Warden Hill Road, Luton LU2 7AE, accompanied by two testimonials and marked "Application".

EAST SUSSEX
COUNTY COUNCIL
HASTINGS GRAMMAR SCHOOL
Headmaster: Mr. G. H. Henshall, B.A.
(760 on Roll)
Required in September, 1976 — HEAD of HISTORY DEPARTMENT. Scale 3. The Department comprises of three staff. The teaching would be up to Open Scholarship level and the vacancy follows the retirement of the present holder.
Letters of application to the Headmaster at the school, Parkstone Road, Hastings, East Sussex, to whom completed forms should be returned within 14 days of the appearance of this advertisement.

GWENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
Required for 1st September, 1976:
BRYNMAWR COMPREHENSIVE SCHOOL
(11 to 18)
HEAD of HISTORY. GRADUATE to teach to "A" and "S" levels. Subsidiary economics and experience of mixed ability teaching desirable. Scale 3 for suitably qualified and experienced candidate.
Application forms and further information obtainable from the Director of Education, County Hall, Cwmbran, Gwent.
Forms should be returned to the Headmaster of the school concerned by 21st February, 1976.
Successful applicants will be required to submit a satisfactory medical report on appointment.

HERTFORDSHIRE
COUNTY COUNCIL
EAST HERTS DIVISION
RICHARD HALE SCHOOL
Hale Road, Hertford
HEAD of HISTORY DEPARTMENT required September. [illegible]
Apply immediately (no forms) to the Headmaster, giving details of qualifications, experience and interests, and enclosing copies of two or three testimonials.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
THANET DIVISION
THE KING ETHELBERT SCHOOL
Birchington-on-Sea, Kent
Roll 740 (Mixed) Age range 11 to 18
HEAD of HISTORY. Scale 2 or 3 according to qualifications and experience. An interest in the integration of subjects an advantage.
Applications, with names of two referees, to Headmaster.

LOUGHBOROUGH
LOUGHBOROUGH HIGH SCHOOL
(Direct Grant Grammar School)
Required for September, GRADUATE as HEAD of HISTORY DEPARTMENT to teach between the ages of 11 and 19 up to University Entrance standard.
Apply with full details and names of two referees to Headmistress.

SUFFOLK
COUNTY COUNCIL
BUNGAY HIGH SCHOOL
(Number on roll: 864; 14-18: Group 10)
Headmaster, Mr. G. W. J. Franklin
Required for April, 1976, a suitably qualified and experienced TEACHER to act as HEAD of the HISTORY department. The post carries a Scale 3 Houghton allowance with responsibility for C.S.E. and G.C.E. "O" and "A" level courses.
Application forms and further details (stamped addressed envelope) available from the Headmaster, Bungay High School, Queens Road, Bungay, Suffolk, to whom they should be returned not later than 18th February, 1976.

Other Posts on Scale 2 and above

HILLINGDON
(London Borough of)
ST. MARTIN'S C.E. SCHOOL
Kingston Lane, West Drayton, UB7 9DJ
(Number on roll 300—25 in Sixth Form)
Headmaster, R. D. Ridge, Esq.
MASTER/MISTRESS to teach HISTORY throughout the school. Courses are organized to both "O" and "A" levels.
The school operates a Mode 3 syllabus in History for the C.S.E. Examinations. Scale 2 post for a suitably experienced applicant.
In September, 1977, the school will combine with another to form a six-form entry Church of England Aided Comprehensive School.
Application forms from and returnable to the Head Teacher (stamped addressed envelope, please).
London Allowance payable.
Seventy-five per cent removal expenses in appropriate cases.

LINCOLNSHIRE
EDUCATION COMMITTEE
ASSISTANT TEACHER
BOSTON HIGH SCHOOL
Burnham Scale 2, £2,655 to £4,212
(600 on roll)
Required for September, 1976, GRADUATE to teach HISTORY to "A" and "S" level in department of three. Small sets. Good facilities. Girls' Grammar. Sixth Form 120. Mixed staff. Possibility of Scale 3 for suitably qualified teacher.
Closing date 27 February, 1976.
Application forms and particulars from the Headmistress at the school, Spilsby Road, Boston, Lincs. on receipt of stamped addressed envelope.

SANDWELL
(Metropolitan Borough of)
MENZIES HIGH SCHOOL
Clarkes Lane, West Bromwich, West Midlands, B71 2BX
Comprehensive School
1,150 Pupils, 150 in Sixth Form
Headmaster: M. B. Harrison, M.A., B.Sc.Econ.
Required for April or September, 1976 :—
GRADUATE to teach HISTORY.
Menzies is a mixed comprehensive school with a Sixth Form that is also fed by 11-16 schools in the Borough. History is taught to 16-plus "O" and "A" levels. There are four well equipped rooms. A Scale 2 post available for a suitable applicant.
Letters of application (no forms) together with curriculum vitae and the names and addresses of two referees should be sent to the Headmaster at the school.

Scale 1 Posts

BEDFORDSHIRE
EDUCATION SERVICE
NORTHERN AREA
MARGARET BEAUFORT SCHOOL
Riseley, Bedford
Required for April or September, 1976, a TEACHER to accept a temporary appointment for one year to teach HISTORY to "O" level in this former Secondary School becoming Middle. Possibility of a permanent appointment if successful applicant is able to make a valuable contribution to Middle School Social Studies course, with some other teaching, according to interests.
Application forms obtainable from the Headmaster at the school.

BERKSHIRE
COX GREEN COMPREHENSIVE SCHOOL
Highfield Lane, Maidenhead
(Tel.: Maidenhead 20416)
Required from Summer Term, or earlier, if possible, Teacher of HISTORY. London Weighting allowance £141 per annum. Assistance with removal expenses in approved cases.
Forms and further details from the Headmaster (stamped addressed envelope).

HERTFORDSHIRE
OWEN'S SCHOOL
(Founded 1613)
Dugdale Hill Lane, Potters Bar
Trustees: The Worshipful Company of Brewers
Required in September, 1976, a graduate TEACHER of HISTORY to "A" level [illegible]

LEICESTERSHIRE
HASTINGS HIGH SCHOOL
St. Catherines, Burbage, Hinckley
In the Leicestershire Plan for the organisation of secondary education
Roll 1,150
HISTORY, Scale 1.
Required April.
Apply (no forms) with the names and addresses of two referees to the Head, from whom further particulars may be obtained.

STAFFORDSHIRE
EDUCATION COMMITTEE
THE BLAKE SCHOOL
Hednesford
(Roll: 1,177)
Required for Summer or Autumn Term, 1976, a qualified HISTORY TEACHER, Scale 1, whose main commitment will be Lower School—some examination work in Upper School available.
Candidates should be prepared to enter fully into the life of the school and have interest in integrated courses based on History, Geography and Religious Education.
Application forms obtainable from and returnable to the Headmaster (stamped addressed envelope).

Humanities

Heads of Department

ENFIELD
(London Borough of)
EDUCATION COMMITTEE
AYLWARD SCHOOL
Wilbury Way, London, N18 1DX
Group 11 (8 form entry). Mixed Comprehensive School
Roll 1,260, rising to 1,350. Tel. 01-803 6334.
Required for Easter or later, HEAD of INTEGRATED STUDIES.
Substantial allowance in addition to Scale 3 post available for a suitable candidate.
A widely based study using many disciplines is taught to the first two years. This well-established course makes use of the Schools Council Integrated Studies Project.
Mortgage facilities subject to funds being available. Consideration given to the following: 100 per cent removal expenses, generous assistance with relocation costs, temporary housing accommodation for up to two years, £10 per week lodging allowance (up to four months) in certain cases.
Application forms obtainable from the Headmaster to whom they should be returned as soon as possible.

WARWICKSHIRE
EDUCATION DEPARTMENT
STRATFORD UPON AVON HIGH SCHOOL
Alcester Road
Stratford upon Avon
(1,070 mixed; Sixth Form 78)
DIRECTOR of HUMANITIES. Scale 4. One of five responsible for management and development of the staff and of their subject areas. The director should be well qualified and experienced in History, Geography, Religious Education, etc.
Application forms and further particulars from the Headmaster (stamped addressed envelope please). Closing date 20th February.

Scale 1 Posts

AVON COUNTY
LAWRENCE WESTON SCHOOL
Long Acres, Lawrence Weston, Bristol, BS11 0QA
A mixed 11-18 Comprehensive community school of 1,000 pupils
Required for April:—
TEACHER of GEOGRAPHY and/or HISTORY to help in team teaching situation in junior forms and take C.S.E. groups in Mode 1 or 3. Good resources provision.
Application by letter and curriculum vitae with names of two referees to the Headmaster as soon as possible.

AVON COUNTY
MARLWOOD SCHOOL
Vattingstone Lane, Alveston, Bristol
TEACHER of HISTORY/GEOGRAPHY required for September, 1976 in mixed 11 to 18 Comprehensive in new buildings five miles north of Almondsbury motorway interchange. Opportunity to participate in current development such as Schools Council projects. Applications from experienced and newly qualified welcome.
Further details (stamped addressed envelope) from Headmaster to whom applications (no forms in first instance) giving details of qualifications/experience and names of two referees should be sent as soon as possible.

HARINGEY
(Borough of)
WOOD GREEN SCHOOL
White Hart Lane, N22
(Mixed comprehensive school of 1,300 pupils at present housed on two sites)
Required from April, 1976 :—
TEACHER to make vigorous personal contribution to recently introduced lower school (11 to 13) Humanities team-teaching programme involving English, History and Geography staff; and to teach some English in the upper school.
Immediate permanent appointment envisaged; but applications for September, 1976, or for Summer Term only not excluded.
Removal expenses, 100 per cent allowed. London Allowance (£301) payable.
Forms of application (stamped addressed envelope) available from the undersigned to be returned to Head of school as soon as possible.
Chief Education Officer, Education Offices, Somerset Road, N17 9EH.

KENT
COUNTY COUNCIL
EDUCATION COMMITTEE
GRAVESHAM DIVISION
THAMESVIEW SCHOOL
[illegible]

Mathematics

Heads of Department

BARKING
(London Borough of)
EASTBURY COMPREHENSIVE SCHOOL
Rippleside Road, Dagenham
Required April 1976—
HEAD of MATHEMATICS—Well qualified and experienced teacher [illegible]

BEDFORDSHIRE
EDUCATION SERVICE
SOUTHERN AREA
VANDYKE UPPER SCHOOL AND COMMUNITY COLLEGE
Leighton Buzzard
10-form entry
Coeducational, 13 to 18
Headmaster:
Bernard Vaughan, J.P., B.A.
HEAD of MATHEMATICS, Scale 4, required for this new Upper School and Community College opening in September in new buildings with a 13-plus entry of 260. Apart from founding, developing and staffing this important department and equipping the Mathematics block in which it will ultimately be housed, the successful candidate will play a major part in the planning and development of the school and of the academic structure in particular, acting initially as Head of an appropriate faculty. High academic ability, successful teaching experience including Sixth Form work and sound administration are clearly qualifications for this post and younger members of the profession who satisfy them are encouraged to apply.
The Authority has a scheme for teachers moving into the County to assist with removal expenses.
Further details and application forms obtainable from the Southern Area Education Officer, Southern Area Education Office, 38A (B) Bedford Road, Luton LU2 7HY, to be returned by February 16.

DONCASTER
EDUCATION COMMITTEE
EDLINGTON COMPREHENSIVE SCHOOL
Tait Avenue, Edlington, Doncaster
Rotherham 864100
HEAD of MATHEMATICS
Scale 4
Required for April, 1976, well qualified and experienced TEACHER to lead a successful department. Fully developed examination courses are offered at all levels C.S.E., G.C.E. "O" and "A" levels including Further Maths. Modern mathematics schemes are in operation within the lower school and one of the prime responsibilities of the successful applicant will be to ensure that the development of these schemes continues throughout the middle and possibly upper school.
The department is well staffed and equipped to meet any further expansion of commitments that may be thought desirable.
Apply by letter to the Head of the above School, stating full curriculum vitae and the names of two referees as soon as possible.

ESSEX
COUNTY COUNCIL
Generous grants for removal, lodging and disturbance expenses are payable in approved cases, and details of the availability of housing and nursery education can be obtained at the time of application.
BRAYS GROVE SCHOOL
(Roll: 1,200)
Tracyes Road, Harlow.
Tel: Harlow 39161
HEAD OF MATHEMATICS
For September 1976—Scale 4 in this large mixed Comprehensive School. SMP used throughout the school. Computer links. Very strong department. Mixed ability first year settled subsequently. Courses to "O" and "A" level Mathematics and Further Mathematics.
Application forms and further particulars may be obtained from the Head of the School to whom completed application forms should be returned.

KENT
COUNTY COUNCIL
EDUCATION COMMITTEE
GRAVESHAM DIVISION
MEOPHAM COUNTY SECONDARY SCHOOL
Meopham, Gravesend
HEAD of MATHEMATICS DEPARTMENT required for September 1976 with the possibility of Scale 3 post, with the possibility of Scale 4 for a suitably qualified and experienced candidate.
This is a new 8-form entry school in pleasant rural surroundings which opened in September 1975. The school opened as a mixed High School with comprehensive intake into its Lower School. At 13+ some pupils transfer to Upper (13-18) schools. The roll in September is expected to be around 600, and future annual admissions of about 200 pupils are anticipated. The position offers the opportunity of making an important contribution to the development of a new school. S.M.P. courses are being established in the Lower School, and it is hoped to develop courses in computer appreciation as the school grows.
Letters of application, naming two referees, and curriculum vitae, should be submitted as soon as possible to the Headmaster, from whom further details can be obtained if required.

SECONDARY
Mathematics continued

NEWHAM
(London Borough of)
ST. JOHN'S R.C. COMPREHENSIVE SCHOOL
Green Street, Upton Park, London, E13 9AX
(637 mixed on roll with emerging Sixth)
Required Summer, 1976:—
HEAD of MATHEMATICS DEPARTMENT.
Due to the promotion of the present holder. The Department has organized courses in C.S.E. Modes 1 and 3, "O", "OA" and "A" level on a combined traditional and modern basis, taught to unstreamed classes throughout the school. Experience in the teaching of mixed ability groups and Statistics would be an advantage. Details on request to the school and visits welcomed.
Scale 3 available. Applicants should be practising Catholics and be in possession of the Catholic Teacher's Religious Certificate or its equivalent.
Burnham Scales plus London Allowance £351.
Apply by letter and curriculum vitae with the names and addresses of two educational referees to the Headmaster at the school.
Closing date 16th February, 1976.

SHROPSHIRE
EDUCATION COMMITTEE
ADAMS SCHOOL
Wem, Shrewsbury, SY4 5DU
FACULTY HEAD MATHEMATICS and SCIENCE, Scale 4. Required September. Mixed comprehensive, 950 on Roll.
Further details from Headmaster (stamped addressed envelope).

STAFFORDSHIRE
COUNTY COUNCIL
EASTERN AREA
FOREST OF NEEDWOOD HIGH SCHOOL
Rolleston-on-Dove, Burton upon Trent
(Group 11—Roll : 985)
Headmaster : P. F. Wraight, M.A.
Required for September, 1976, HEAD of MATHEMATICS (Scale 4).
The School admitted the first comprehensive intake in September, 1973 and extensions to the school include a Sixth Form Centre.
Details about the post and application forms can be obtained from the Headmaster at the school, Station Road, Rolleston-on-Dove, Burton upon Trent, Staffordshire. Forms should be returned to the Headmaster as soon as possible and not later than Wednesday, 25th February 1976.
H. M. Williams, Area Education Officer, Eastern Area Education Office, Guild Street, Burton upon Trent DE14 1NE.

WARWICKSHIRE
EDUCATION DEPARTMENT
FAREHAM HIGH SCHOOL
Fareham Avenue, Rugby
(On roll, 347)
Mixed 12 to 16 Secondary
HEAD of MATHEMATICS DEPARTMENT. Scale 3 required for April, 1976.
Apply in writing to the Headmaster at the school.

WARWICKSHIRE
EDUCATION DEPARTMENT
HENLEY-IN-ARDEN HIGH SCHOOL
Henley-in-Arden, Solihull
(Non-selective mixed; 760 on roll)
HEAD of MATHEMATICS Department required for Summer Term. Scale 4 available. Subject taught to "A" level.
Application forms and details available from the Headmaster, stamped addressed envelope please.

Other Posts on Scale 2 and above

BARNET
(London Borough)
MOAT MOUNT SCHOOL
Worcester Crescent, Mill Hill NW7 4LL
01-959 1110
Co-educational
Required September, 1976, TEACHER for MATHEMATICS who would act as second in the Department. Scale 3 post available for suitably qualified and experienced teacher. An interest in developing Computer Studies would be an added recommendation. Only teachers with good class control need apply.
In approved cases the payment of up to 100 per cent removal expenses and separation allowances.
Apply to the Headmaster giving details of qualifications, experience and names of two professional referees.
Vice Mr. R. Hoslam, J. Dawkins, Director of Educational Services.

BEDFORDSHIRE
EDUCATION SERVICE
NORTHERN AREA
SHARNBROOK UPPER SCHOOL
(Group XI)
A TEACHER of MATHEMATICS (Scale 2) is required for September to act as Second in a developing department. It is hoped to appoint a person who will be capable of taking responsibility for the work of the less able pupils, although he/she will have the opportunity to teach all levels of ability.
The school opened in new buildings last September with 240 pupils on roll. A phased building programme, now well advanced, provides for expansion to 1,100, with a Sixth Form of 200.
Sharnbrook is an attractive village in the pleasant rural area of North Bedfordshire, which comprises the school's catchment area. It is intended that the school will serve as the area's Community College.
Application forms and full details may be obtained by sending a stamped and addressed envelope (indicating this post) to G. W. Grounds, B.A., Headmaster, Sharnbrook Upper School, Odell Road, Sharnbrook, Bedfordshire, MK44 1JX.

BEDFORDSHIRE
EDUCATION SERVICE
NORTHERN AREA
WOOTTON UPPER SCHOOL
Hall End Road, Wootton, Beds.
Headmaster: S. Clews, M.A., M.Ed.
Required for September 1976, SECOND in MATHEMATICS DEPARTMENT. Scale 3. New school with first intake at 13 plus in September 1975. Willingness to teach to a modern syllabus, and across the ability range essential. Specialist skills in Computing or Statistics desirable.
Application forms and further details available from the Headmaster to whom completed forms should be returned by February 16th. The county operates a scheme of assistance with removal and legal expenses.

CROYDON
TRINITY SCHOOL
(Independent; H.M.C.; 750 boys)
Required in September: GRADUATE to teach MATHEMATICS. The department of seven teach Modern Mathematics throughout the school. The post is particularly suitable for a first appointment with the prospect of Sixth Form work, if desired, in due course. Computing (the school has its own terminal) would be useful. Applicants should state the school activities to which they are keen to contribute.
Whitgift Foundation salary scale (above Burnham): starting salary appropriate to experience. Help with removal expenses. Possible help with accommodation.
Applications (no forms), with names of two referees, to the Headmaster, Trinity School, Shirley Park, Croydon, CR9 7AT.

DORSET
THE PURBECK SCHOOL
Wareham
(Group 13: Comprehensive/Co-educational: 13-18 years Roll 1,350)
Required September, TEACHER, Scale 2, with experience at "A" level but willing to teach MATHEMATICS throughout school. Computer Studies and/or Statistics desirable.
Further details and application form (stamped addressed envelope) from Headmaster.

EALING
(London Borough)
EDUCATION SERVICE
DRAYTON MANOR HIGH SCHOOL
Drayton Bridge Road, Hanwell London W7
Required for April 1976 a well-qualified and experienced MATHEMATICIAN to be second in a department of six. Scale 3 salary plus London Allowance. A Modern Mathematics course is in operation on the main school while computing and statistics supplement "A" level work in the Sixth Form.
It is hoped to appoint a candidate able to take a substantial share of the work with six Advanced Level groups and to contribute to the planning of new work as the School continues to develop as a Mixed High School for the age range 12-19.
London Weighting £351 is payable.
In appropriate cases, subject to conditions, assistance may be granted for legal fees for house purchase, removal expenses, lodging and subsistence travel whilst looking for accommodation.
Please apply by letter (no forms) to the Headmaster at the School, enclosing full details of qualifications and career, copies of one or more recent testimonials and the names of two referees.

ESSEX
COUNTY COUNCIL
Generous grants for removal, lodging and disturbance expenses are payable in approved cases, and details of the availability of housing and nursery education can be obtained at the time of application.
BRAYS GROVE SCHOOL
(Roll : 1,200)
Tracyes Road, Harlow, CM18 6JH
Tel : Harlow 39161
MATHEMATICS
For September, 1976. GRADUATE preferred. SMP used throughout the school. Computer links. Mixed ability first year settled subsequently. Scale 2 post available for suitable candidate.
Application forms and further particulars may be obtained from the Head of the School to whom completed application forms should be returned.

HAVERING
(London Borough of)
EDUCATION DEPARTMENT
THE ROYAL LIBERTY SCHOOL
(Roll 662)
Upper Brentwood Road, Romford, RM2 6HJ
Boys 11-18 Comprehensive School on one site in attractive surroundings on the fringe of the Green Belt.
Required Summer Term if possible, MATHEMATICS/PHYSICS TEACHER chiefly for main School work. Scale 3 post available. Temporary appointment or appointment for September considered.
There is a scheme for removal expenses.
Letters of application to Headteacher, concluding curriculum vitae and names of two referees.

HOUNSLOW
(London Borough of)
EDUCATION COMMITTEE
Education Office, Lampton Road, Hounslow, Middx.
LAMPTON SCHOOL
Lampton Avenue, Hounslow, Middlesex
(Co-educational; 620 pupils, sixth form 100)
Required for September, 1976, full-time TEACHER to share in the teaching of MATHEMATICS throughout the whole range of ability up to and including C.S.E., "O", and perhaps "A" levels. Applicants should say whether they would be willing to be involved in the teaching of an additional subsidiary subject. A Scale 2 (Houghton) post may be available for a suitably qualified and experienced candidate.
Lampton School is a Group 11 comprehensive school with boys and girls in the 11 to 18 age range.
London allowance, £267 payable.
The Education Committee has power to consider applications from experienced teachers for assistance towards removal, disturbance or separation expenses.
Letters of application in the first instance to the Head Teacher at the School by February 13th, giving details of qualifications and experience and any special interests.

HUMBERSIDE
EDUCATION DEPARTMENT
EAST RIDING DIVISION
HESSLE HIGH SCHOOL
Tranby House, Heads Lane, Hessle, N. Humberside
Required for April, 1976, a TEACHER of MATHEMATICS, Scale 2, in the Upper School (13-18 age group). The person appointed would teach across the ability range including the Sixth Form, and would be expected to accept some responsibility within the department, probably for the C.S.E. courses. A willingness to assist with games would be helpful.
This is a well established co-educational comprehensive school with 1,200 pupils on roll.
Application forms and further details are available from the Headmaster at the school, to whom completed forms should be returned by 16th February, 1976.

KENT
COUNTY COUNCIL
EDUCATION COMMITTEE
TONBRIDGE/MALLING DIVISION
WROTHAM SCHOOL
(600 Mixed)
Borough Green Road, Wrotham Sevenoaks
An expanding high school in the Thames-side scheme.
A TEACHER for MATHEMATICS. Further particulars of school and post from the Headmaster (Borough Green 884207) to whom application should be sent.
CLARE PARK SCHOOL
East Malling, Near Maidstone
Large Mixed High School (1,400 Pupils) with full range intake. New purpose-built buildings. Large acreage with excellent facilities.
TEACHER for MATHEMATICS throughout School, up to C.S.E. or G.C.E. "O" Level. A knowledge of S.M.P. Cards desirable. Scale 2 post available for suitable applicant.
Application with curriculum vitae and naming two referees to the Headmaster.

LEICESTERSHIRE
CITY OF LEICESTER BOYS' SCHOOL
Downing Drive, Leicester
Comprehensive Mixed 11-18 from August, 1976, subject to Secretary of State's approval. Roll 610
MATHEMATICS, Scale 1 or 2 for suitable applicant.
Required April, GRADUATE MATHEMATICIAN, to teach MODERN MATHEMATICS at all levels.
Apply (no forms) with the names and addresses of two referees to the Head from whom further particulars may be obtained.

LEICESTERSHIRE
LUTTERWORTH GRAMMAR
Bitteswell Road, Lutterworth, Leicestershire
In the Leicestershire plan for the organisation of Secondary Education.
Upper 14 to 18.
Roll 1,380.
2. MATHEMATICS, Scale 1 or 2.
For September or earlier: to C.S.E., "O" and "A" level.
Apply (no forms) with the names and addresses of two referees to the Head from whom further particulars may be obtained.

LINCOLNSHIRE
EDUCATION COMMITTEE
ASSISTANT TEACHER
BOSTON HIGH SCHOOL
Burnham Scale 2 £2,665-£4,212
(600 on Roll)
Required for September 1976, GRADUATE to teach MATHEMATICS to "O" and preferably "A" level, in department of five. Small sets; good facilities. Girls' Grammar. Sixth Form 120. Mixed staff.
Possibility of Scale 2 for suitable teacher.
Closing date 27 February 1976.
Application forms and particulars from the Headmistress at the School, Spilsby Road, Boston, Lincolnshire on receipt of stamped addressed envelope.

NEWHAM
(London Borough of)
EASTLEA SCHOOL
Hilda Road, London E16 4NP
(1,290 mixed on roll)
Headmaster, Mr. D. T. Taaffe
Required Easter, 1976, or September, 1976:—
TEACHER in charge of MATHEMATICS in Lower School (Years One and Two). Scale 3 post. The Department is in the process of changing to Modern Mathematics which is currently taught in Years One to Four.
Burnham Scales, plus London Allowance £351 plus Social Priority Allowance £201 or £276.
Application forms and further information may be obtained from the Headmaster at the school (Tel.: 01-511 0236).
Completed application forms should be returned to the undersigned as soon as possible.
J. S. Wilkie, M.A., Ph.D., Director of Education, Education Offices, Broadway, Stratford, E15 4BH.

NOTTINGHAMSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
Applications are invited from suitably qualified TEACHERS for the following post:—
REDHILL COMPREHENSIVE SCHOOL
Redhill Road, Arnold, Nottingham NG5 8GX
Headmaster: W. C. Evans, J.P., B.Sc., F.R.G.S., Dip.Ed.
(Mixed: 1,200 (11 to 18). Sixth form 80 (September, 1976) eight form entry).
For Summer Term, DIRECTOR of MATHEMATICS FACULTY (Scale 4) to be responsible for the teaching of MATHEMATICS throughout the school, and as a senior member of staff, to join in the School Management Team.
The school became Comprehensive in September, 1975 with the enlargement of the existing Secondary Modern School. The Mathematics Department is accommodated in a new well-designed suite of rooms which lend themselves ideally to flexible learning situations. A combination of S.M.P. and traditional Mathematics as well as Computer Studies are taught by both individual and group methods. The present holder is also responsible for the overall policy of the School's Tutorial Department including the development of diagnostic testing. Tutorial work is undertaken on a withdrawal basis and is the responsibility of the teacher in charge of the department.
Arnold is a pleasant residential area in the Northern outskirts of Nottingham.
Candidates should possess specialist qualifications in Mathematics and be committed to playing a full part in consolidating and expanding the work of the Faculty.
Letters of application should include a curriculum vitae and the names and addresses of two referees and be sent to the Headmaster from whom further details can be obtained.
Closing date: 20th February, 1976.

NOTTINGHAMSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
Applications are invited from suitably qualified TEACHERS for the following post:—
THE DUKERIES COMPREHENSIVE SCHOOL
Whinney Lane, New Ollerton, Newark, Nottinghamshire NG22 9TD
Headmaster, J. T. West, C.B.E., M.A.
Mixed, 1,730 (11-18) (Sixth Form 60)
For Easter, GRADUATE MATHEMATICIAN to assist the Head of Department with the organisation, development and teaching of Sixth Form courses. The successful applicant would be expected to teach throughout the school.
Scale 2 available for suitably qualified and experienced candidate. S.P.A. payable.
Applications (no forms) to the Headmaster, with names of two referees, as soon as possible.

SUTTON
(London Borough of)
CARSHALTON HIGH SCHOOL FOR GIRLS
1,000 girls
Fully developed courses to G.C.E. Advanced Level.
Applications are invited for April or September to fill a full-time post in MATHEMATICS, teaching throughout the school to C.S.E., G.C.E. Ordinary and Advanced Level. Scale 2 post available for suitably qualified and experienced candidate.
Ability to teach Junior Physics desirable, but not essential.
Applications to the Headmistress in the first instance...

WALSALL
METROPOLITAN BOROUGH
EDUCATION COMMITTEE
WILLENHALL COMPREHENSIVE SCHOOL
Furzebank Way, Willenhall, West Midlands, WV12 4BD
Telephone : Willenhall 61221
Mixed roll 1,200, 11 to 19 years
This eight-form entry school, with established Sixth Form, is in new premises. The school is designated as a community school, and has large scale provision for school and community.
Required from Easter, 1976 :
MATHEMATICS TEACHER, to teach pupils in Years 1 to 5, up to C.S.E. and "O" level. S.M.P. is taught throughout the school up to and including "A" level. Some Sixth Form work is available for a suitable applicant, although this is not an essential requirement.
The department has a purpose-built suite of rooms allowing full use of audio-visual techniques and including a Mathematics Laboratory.
Scale 2 post available for a suitable applicant.
Applications by letter to the Headmaster, giving details of qualifications and experience and the names and addresses of two persons to whom reference may be made.

WIGAN
(Metropolitan Borough of)
TEACHING VACANCY MAY 1976
ASSISTANT TEACHER
Scale 2
WIGAN MESNES HIGH SCHOOL
Parson's Walk, Wigan
(13-18 Mixed Comprehensive)
SMP MATHEMATICS. Sixth Form teaching available.
Application forms from and returnable to the Headteacher by the 20th February, 1976.

Scale 1 Posts

AVON COUNTY
BROADOAK SCHOOL
Weston-super-Mare
(1,600 mixed; 380 in Sixth)
Required in September, a TEACHER (Scale 2) to take the subject at a variety of levels, and to be in charge of the first two years.
Applications to the Head with full personal details and the names of two referees.
Further information will be provided on the receipt of a stamped addressed foolscap envelope.

BEDFORDSHIRE
EDUCATION SERVICE
NORTHERN AREA
SHARNBROOK UPPER SCHOOL
Group XI
A TEACHER of MATHEMATICS (Scale 1 post) is required for September to work in a developing department. It would be an advantage for the person appointed to have an interest in Computer Studies.
The School opened in new buildings last September with 240 pupils on roll. A phased building programme, now well advanced, provides for expansion to 1,100, with a sixth form of 200.
Sharnbrook is an attractive village in the pleasant rural area of North Bedfordshire, which comprises the school's catchment area. It is intended that the school will serve as the area's Community College.
Application forms and full details may be obtained by sending a stamped and addressed envelope (indicating this post) to G. W. Grounds, B.A., Headmaster, Sharnbrook Upper School, Odell Road, Sharnbrook, Bedfordshire MK44 1JX.

BERKSHIRE
WINDSOR HIGH SCHOOL
Imperial Road, Windsor
MATHEMATICS (Scale 1)
Required for September, a well qualified TEACHER to share in the work of the MATHEMATICS DEPARTMENT throughout the School to University Entrance. S.M.P. courses are taught to O.C.E. (O and A Levels) and to C.S.E. At present a three form entry girls' grammar school, the School is shortly to become a comprehensive 13-18 Upper School. It is hoped to appoint a teacher willing to help to evolve new courses for the full ability range, and a chance to develop his/her interests within the subject. London Weighting £141 per annum. Assistance with removal expenses in approved cases.
Forms and further details from the Headmistress (stamped addressed envelope).

BEXLEY
(London Borough of)
HOWBURY GRANGE SCHOOL
(Roll 825)
MATHEMATICS TEACHER required as soon as possible to teach the subject in the third and fourth years.
London Additional Allowance, £267. Assistance with removal expenses, legal fees and disturbance allowance can be considered.
Applications to Chief Education Officer for Schools (T.7), Town Hall, Crayford, Kent.

BIRKENHEAD
BIRKENHEAD HIGH SCHOOL
G.P.D.S.T.
86 Devonshire Place
Required for September 1976:— Good Honours GRADUATE to share in the teaching of MATHEMATICS throughout the school to University Scholarship standard.
Please apply direct to the Head Mistress, giving the names and addresses of two referees and details of qualifications and experience.

BROMLEY
(London Borough of)
Subject to certain conditions, removal and storage expenses, disturbance allowances and grants towards legal costs are payable to teaching staff appointed from outside the London area.
THE RAMSDEN SCHOOL FOR BOYS
Oldmans Road, Orpington, Kent
Headmaster, D. A. Davies, B.Sc.
A MATHEMATICIAN is required for April or September, 1976, to join a successful and progressive department. The school was re-organised in 1974 as a six-form entry comprehensive with an all ability intake and shares an attractive site with the Ramsden School for Girls. An extensive building programme has been completed and the mathematics department is now located in a grouped suite of rooms, one of which is being adapted as a mathematics laboratory.
The successful applicant will have the opportunity to play an active part in the further development of this expanding department and to teach throughout the school, including the joint sixth form of 180 boys and girls, which offers a wide range of well established "O" and "A" level courses. An interest in computer studies and/or statistics would be welcome but is not a requirement of the post.
Application forms available from the Headmaster at the School.

DEVON
HONICKNOWLE SECONDARY SCHOOL
Honicknowle Green, Plymouth
(Mixed, 460 on roll)
Required for April or as soon as possible thereafter, a TEACHER for MATHEMATICS with some subsidiary Science. Initially a Scale 1 post, possibility of a Scale 2 post with effect from September 1976 for a suitably qualified and experienced candidate.
Application forms (stamped addressed envelope) from Headmaster, returnable to him within 14 days.

EAST SUSSEX
COUNTY COUNCIL
BRIGHTON AREA
STANLEY DEASON HIGH SCHOOL
Whitehawk Road, Brighton
(1,000 pupils : 13-16 years)
Mixed Comprehensive
Required 1st May, 1976 : MATHEMATICS TEACHER, Scale 1, for Second and Third Years, including Remedial Classes.
Apply in writing to the Headmaster at the school giving full details and qualifications and experience and naming two referees.
Generous scheme for relocation grants available in approved cases.

ESSEX
COUNTY COUNCIL
Generous grants for removal, lodging and disturbance expenses are payable in approved cases, and details of the availability of housing and nursery education can be obtained at the time of application.
THOMAS, LORD AUDLEY SCHOOL
(Roll 780 : mixed)
Monkwick Avenue, Colchester CO2 8NN
Tel. : Colchester 47911
MATHEMATICS
Required for April or September, 1976. ASSISTANT to join lively team of specialists in this 11 to 18 school, going comprehensive shortly.
THURSTABLE COMPREHENSIVE SCHOOL
(Roll 825)
Maypole Road, Tiptree
Colchester CO5 0EW
Tel. : Tiptree 816826
MATHEMATICS
Young trained GRADUATE for September. Some experience preferred. S.M.P. taught. Scope for professional development with Advanced level work.
Pleasant rural setting.
Application forms and further particulars may be obtained from the Head of the school concerned, unless otherwise stated, to whom completed application forms should be returned.

GLOUCESTERSHIRE
MARLING SCHOOL
Stroud
Required for September, a GRADUATE to teach MATHEMATICS at all levels in this selective school of 650 boys. An ability to help with Geography, Science or Games an advantage. Marling School has 180 in the sixth form and 30-plus candidates each year in "A" level Mathematics.
Application by letter to the Headmaster stating the names of two referees.

GLOUCESTERSHIRE
RIBSTON HALL SCHOOL
Stroud Road, Gloucester
Qualified Graduate TEACHER required from September 1, 1976 in this three stream girls' Grammar School to teach MATHEMATICS to advanced and ordinary level with some C.S.E. Modern mathematics taught to "O" level.
Scaled post for suitable candidate.
Apply to the Headmistress (no forms) with copies of two testimonials and naming two referees.

HAMPSHIRE
KING EDWARD VI SCHOOL
Kellett Road, Southampton SO9 3LP
(Voluntary Aided Grammar School, 730 boys, 240 in the Sixth Form) Applications are invited for the following post for September, 1976:—
MATHEMATICS TEACHER
Ability to teach other related subjects for a minority of the time would be acceptable.
Full particulars from the Headmaster, Mr. C. Dobson, to whom applications (no forms) together with the names and addresses of two referees, should be sent as soon as possible to the school at the above address.

HERTFORDSHIRE
COUNTY COUNCIL
EAST HERTS DIVISION
WARD FREMAN SCHOOL
Buntingford, Hertfordshire
(13 to 18 years)
Well qualified TEACHER of MATHEMATICS required September to teach at all levels in this developing rural all ability school. S.M.P. courses well established; sixth form work immediately available. Fringe London allowance.
Write to the Headmaster, from whom further details are available.

HERTFORDSHIRE
COUNTY COUNCIL
NORTH HERTS DIVISION
FEARNHILL SCHOOL
Broadway, Letchworth
(Number on roll 656, Sixth Form 118)
MATHEMATICS SPECIALIST required for September to teach throughout the school which is evolving to a five form entry comprehensive and moving into purpose built new accommodation in September. S.M.P. is used with developments produced by the department.
Applications to the Headmaster, giving the names and addresses of two referees. Removal expenses may be paid.

HERTFORDSHIRE
COUNTY COUNCIL
STEVENAGE DIVISION
ALLEYNE'S SCHOOL
High Street, Stevenage
(Group 10)
TEACHER of MATHEMATICS required for April, 1976. To teach subject in Junior and Middle School with possibility of Sixth Form work. Courses at C.S.E., "O" and "A" level and University Scholarship level are taught. An interest in curricular development as well as out-of-school activities including games, and particularly rugby, desirable. Accommodation may be available in the school house.
Applications, together with curriculum vitae and names and addresses of two referees to the Headmaster as soon as possible.
Further details on request. Removal expenses may be paid.

HERTFORDSHIRE
COUNTY COUNCIL
STEVENAGE DIVISION
THE BEDWELL SCHOOL
(Group 10)
Telford Avenue, Stevenage SG2 0AN
MATHEMATICS TEACHER required full-time as soon as possible. S.M.P. Courses followed. Ability to teach Biology an advantage.
Apply by letter to the Headmaster.
Further details on request.
Removal expenses may be paid.

HERTFORDSHIRE
THE HABERDASHERS' ASKE'S SCHOOL FOR GIRLS
Elstree
800 girls, 180 in the Sixth Form. Direct Grant becoming Independent Day School
Required for September, 1976, GRADUATE to teach MATHEMATICS throughout the senior school to Advanced Level and University Entrance. Modern London Syllabus and Syllabus "D" at "A" Level. Scope for developing own interests and computer study courses.
Please write to the Headmistress, The Haberdashers' Aske's School for Girls, Aldenham Road, Elstree, Herts. WD6 3BT, with curriculum vitae, testimonials and names of two referees. Burnham Scale with intermediate London Allowance and school allowances. Scale according to qualifications and experience.

HILLINGDON
(London Borough of)
NORTHWOOD SCHOOL
Potter Street, Northwood
Middlesex HA6 1QG
(Number on roll 995, 80 in the Sixth Form)
Headmistress : Mrs. M. Yea, L.R.A.M.
Required for Summer Term, a MATHEMATICS TEACHER (Scale 1) for work mainly in the lower School. An interest in teaching Remedial pupils would be an advantage. The teacher appointed will be expected to make a contribution to the school's extra-curricular programme.
A temporary appointment for the Summer Term only would be considered.
Application forms from and returnable to the Headmistress on receipt of a stamped addressed envelope.
London Allowance payable.

HUMBERSIDE
EDUCATION DEPARTMENT
EAST RIDING DIVISION
BEVERLEY HIGH SCHOOL FOR GIRLS
Norwood, Beverley, HU17 9EX
Group 10. Number on roll 650 (Years one to three comprehensive; years four to seven selective) developing into an 11-18 six form entry girls' comprehensive.
Required September, 1976, a TEACHER to assist to Ordinary level in expanding the MATHEMATICS DEPARTMENT. Scale 1. Some Mathematics Group and C.S.E. taught. Ability to help with Commerce an advantage.
Application forms are available from the Headmistress at the school to whom completed forms should be returned by 16th February, 1976.

KENT
COUNTY COUNCIL
EDUCATION COMMITTEE
GRAVESHAM DIVISION
ST. JOHN'S R.C. COMPREHENSIVE SCHOOL
Rochester Road, Gravesend
(St. John's is a 6-form entry aided Roman Catholic School, re-organised as an 11 to 18 all-ability school in September, 1974 : the present roll is 700 and numbers will grow to about 1,000 over the next few years.)
Required for April or September, TEACHER for MATHEMATICS, Scale 1 post. Applicants will be supplied with details of the Kent County Council Scheme for disturbance and other allowances.
Further details and application forms from the Headmaster at the school, to be returned to Canon L. Mundy, 1-2 Parrock Street, Gravesend.

KIRKLEES
METROPOLITAN COUNCIL
WHITCLIFFE MOUNT SCHOOL
Turnsteads Avenue, Cleckheaton BD19 3AQ
(1,250 plus 200 Sixth Form) 13-18
Required for September, 1976 (or earlier), Honours GRADUATE to teach MATHEMATICS Scale 1, throughout the ability range up to at least "A" level (60 pupils in the Mathematics Sixth Form) : suitable for a teacher seeking a first appointment.
The school, which has use of a Sports Centre on the same site, is situated in a pleasant residential area 1 mile from Junction 26 on M62.
Application forms and further particulars can be obtained from the Headmaster. Closing date, before 1st March.

LEEDS
ST. MARY'S COLLEGE
Church Road, L9O 8LA
Required for September, 1976 (or if possible, Whitsun), at this Direct Grant Girls' Grammar School (670 on roll, 160 in Sixth Form) scheduled to become Comprehensive. MATHEMATICS GRADUATE to teach Mathematics to "O" and "A" level. Both modern and traditional courses are followed and it is essential that applicants are willing to teach Applied Mathematics (Syllabus "A" J.M.B.) at "A" level.
Apply to the Headmistress in writing (no forms) giving curriculum vitae, names and addresses of two referees.

LIVERPOOL
BELLERIVE CONVENT GRAMMAR SCHOOL
Princes Park, Liverpool, L8 3SD
Required for September, 1976, GRADUATE to assist in the teaching of MATHEMATICS to "O" and "A" level. Burnham Scale.
Apply Headmistress.

LONDON
OUR LADY'S CONVENT HIGH SCHOOL
6-12 Amhurst Park
London N16 5AF
(Voluntary Aided Grammar 420 girls)
Required for the beginning of, or second half of Summer Term only, 1976, GRADUATE to share the teaching of MATHEMATICS including "A" level. There is possibility of post becoming permanent in September, 1976. Scale 2 post available for suitable applicants.
Apply in writing to the Headmistress.

SECONDARY
Modern Languages
continued

KENT
COUNTY COUNCIL
EDUCATION COMMITTEE
MEDWAY DIVISION

ROCHESTER, BEDE SECONDARY SCHOOL
Carnation Road, Walling Street, Strood

Applications for the beginning of the Summer Term, April, 1976, are invited from enthusiastic TEACHERS of FRENCH.

This is a new eight-form entry secondary school opened in 1969 offering excellent facilities, including 32-booth language laboratory and a wide range of audio-visual aids. French is taught only to the upper of two bands and there are courses to G.C.E. "O" level and C.S.E. and also sixth-form work being developed.

Please apply to the Headmaster giving full details, two referees.

CHATHAM, HIGHFIELD SECONDARY SCHOOL
Balfour Road
(Roll 780)
TEACHER for FRENCH with English as a second subject.
Applications by letter to the Headmaster quoting two referees, please.

CANTERBURY DIVISION

SIMON LANGTON BOYS' GRAMMAR SCHOOL
Canterbury
(620 pupils)
Headmaster, C. H. Rieu, M.C., M.A. (Oxon.)
Required for September, 1976, an energetic TEACHER to teach the subject up to "A" level; audio-visual in lower forms. Ability to teach some Spanish or Russian and help with out-of-school activities an advantage.

Apply by letter, enclosing curriculum vitae and the names and addresses of two referees, to the Headmaster, Simon Langton Boys' School, Nackington Road, Canterbury, Kent.

MAIDSTONE DIVISION

THE CORNWALLIS SCHOOL
Linton, near Maidstone
(1,300 mixed)
11 to 17 High School with Comprehensive Lower School
Some transfers to Upper Schools at 13-plus
Required Easter, 1976, TEACHER for FRENCH.

Applications with curriculum vitae and naming two referees to the Headmaster.

KENT
CRANBROOK SCHOOL

Required for September, ASSISTANT FRENCH TEACHER in this Voluntary Aided, Co-educational Upper School (13-18). 600 pupils include 300 boarders and 250 Sixth Formers. Full share of teaching at all levels, including Advanced level and University entry. Ability to teach a second subject an asset. Extra curricular interests important. Accommodation available for single and (perhaps) married teachers. Salary scale (Burnham) according to qualifications and experience.

Apply Headmaster with names of two referees.

LONDON
ST. PAUL'S GIRLS' SCHOOL
Brook Green, Hammersmith W6 7BS
(Independent School established by the John Colet Foundation: 600 girls)
Required in September, 1976, Honours GRADUATE to share in the teaching of FRENCH throughout the school to "A" level and University Entrance standard. The school has its own language laboratory. Salary equivalent of Burnham. (Higher Scale for suitable applicant.) Government Superannuation Scheme.

Applications, with curriculum vitae and the names of referees, to the High Mistress.

MANCHESTER 14
XAVERIAN COLLEGE
(R.C. Direct Grammar School 600 boys)
(designated to become a voluntary-aided, mixed Sixth Form college in the pending reorganization of the Catholic Schools)
Required for September, GRADUATE to teach FRENCH throughout the school to "A" level, and German to "O" level. Scale 2 available for the appropriate qualifications and experience.

Apply to the Headmaster, giving the customary details and naming two referees.

NEWHAM
(London Borough of)
LANGDON SCHOOL
Sussex Road, London E6 2PS
(2,002 mixed roll)
Group 14 mixed Comprehensive School situated on a Single 48 acre campus
Headmaster, Mr. G. E. Hackman, M.A.
Required September, 1976:—
TEACHER of FRENCH Scale I. To join a team of experienced teachers. The Department teaches an audio-visual course with mixed ability group in year 1, moving to setting in year 2. C.S.E., "O" and "A" Level examinations are taken. Good audio-visual equipment and a language laboratory.

Burnham Scales. Plus London Allowance £351.

Application forms and further details may be obtained from the Headmaster and should be returned to the above address as soon as possible.

SHROPSHIRE
EDUCATION COMMITTEE
Shrewsbury SY1 1HX, Salop
(Grammar, 880 boys)
PRIORY SCHOOL
Required from start of Summer Term, FRENCH TEACHER, permanent or temporary. "O" and "A" level work available.
Apply direct to Headmaster.

SUFFOLK
COUNTY COUNCIL
NACTON HEATH SECONDARY SCHOOL
(Roll: 1,370, 11 to 16 Mixed)
Nacton Road, Ipswich IP3 9PZ
Headmaster: V. Brookes
Required April, 1976, ASSISTANT TEACHER for FRENCH, Scale 1.
Forms and details from Headmaster.

WILTSHIRE
KINGSDOWN SCHOOL
Stratton St. Margaret, nr. Swindon
Headmaster: J. E. Kemp, M.A., M.Ed.
Required for September 1976 in this 11-18 mixed comprehensive school of 1,000 pupils with a fully comprehensive intake and set in a delightful area with easy access to the Marlborough Downs, Berkshire Downs, Cotswolds and Upper Thames Valley.
A MASTER or MISTRESS for FRENCH, Scale 1, to teach the subject throughout the school. A possibility of Sixth Form work.

There is a County scheme whereby assistance is given towards the payment of removal expenses and lodging allowances.

Application forms and further information obtainable on receipt of a stamped addressed envelope from the Headmaster at the school to whom they should be returned as soon as possible.

WILTSHIRE
MALMESBURY COMPREHENSIVE SCHOOL
Headmaster: J. A. D'Arcy
Required in September, a TEACHER of FRENCH for the Lower School (11 to 13 years) of this well-established comprehensive. The Lower School contains 450 children in a separate modern building and French is taught across the ability range for the two years. The size of the school makes for a pleasant working relationship with children, and the person appointed will have every opportunity to try new methods.

Letters of application, together with the names and addresses of two referees, to the Headmaster, Malmesbury School, Cork Gastons, Malmesbury, Wiltshire SN16 0DF.

WIRRAL
(Metropolitan Borough of)
HEATHLEY R.C. HIGH SCHOOL FOR GIRLS
Woodchurch Road, Birkenhead
Merseyside

As soon as possible Temporary or Permanent Full-Time MODERN LANGUAGE TEACHER (FRENCH with some SPANISH). Possible Scale 2 post for suitably qualified applicant.

Apply by letter as soon as possible to the Head Teacher.

Music

Heads of Department

AVON COUNTY
EDUCATION COMMITTEE
BEECHEN CLIFF SCHOOL
Alexandra Park, Bath BA2 4RE
Tel.: Bath 20366
DIRECTOR OF MUSIC required for September, 1976, Scale 5.

The vacancy occurs due to the retirement of Mr. Alan Bennett who has been the Director of Music for the past 30 years. During this time the school has built up a very strong music tradition, choral, instrumental and academic. The school choirs and orchestra perform frequently and to high standards. The orchestra has toured abroad several times and over 20 former pupils are currently Directors of Music in schools.

There are special facilities for the teaching of the subject. There are four regular members of the department and several visiting instrumental teachers.

We look for a Director who can maintain these standards and encourage further development of the department.

Further details may be obtained from the school. Applications by letter to the Headmaster giving curriculum vitae and the names of two referees. Closing date, 1st March.

BEDFORDSHIRE
EDUCATION SERVICE
SOUTHERN AREA
VANDYKE UPPER SCHOOL and COMMUNITY COLLEGE
Leighton Buzzard
10 Form Entry—Co-educational 13-18
Headmaster: Bernard Vaughan, J.P., B.A.
DIRECTOR of MUSIC, Scale 4, required for this new Upper School and Community College opening in September in new buildings with a 13 plus entry of 260. This is regarded as a most important appointment involving the formation of the department, the development of a strong music tradition in the school, the appointment of staff as need arises and the equipping of the specialist accommodation which will be built shortly after the school opens, for which a very substantial sum will be available. In addition the successful candidate will play a major part in the planning and development of the academic structure in general. Energy, enthusiasm, high academic ability and successful teaching experience, including, ideally, Sixth Form work are clearly the qualifications sought for this demanding post.

The authority has a scheme to assist teachers moving into the county with removal expenses.

Further details and application forms obtainable from the Southern Area Education Officer, Southern Area Education Office, [illegible] Bedford Road, Luton, LU1 [illegible], to be returned by February 16th.

BROMLEY
(London Borough of)
Subject to certain conditions, removal and storage expenses, disturbance allowances and grants towards legal costs are payable to teaching staff appointed from outside the London area.
CHARLES DARWIN SCHOOL
Jail Lane, Biggin Hill, Kent
Required for Easter, 1976 (or September) for a suitable candidate, Man or Woman, qualified to teach to "A" level, to develop music as a major force in this new school, as HEAD of MUSIC. Excellent possibilities for choral and instrumental work (orchestral, brass, etc.) and making the school a musical influence in the community, drawing on personal skills and enthusiasms. (Links with Drama, etc., warmly welcomed and supported.)

This new six-form entry, 11-18 years, co-educational, school opened in 1973 with a balanced first year intake to serve a developing private residential area in the Green Belt. Two music rooms, three practice rooms. 60 children learning instruments. Vacancy arises from death. Salary Scale 3.

Apply by letter, giving full details (age, qualifications, etc.) and addresses of two educational referees to the Headmaster by Monday, February 16th.

CROYDON
(London Borough of)
EDUCATION COMMITTEE
Invite applications from suitably qualified and experienced TEACHERS.
FAIRCHILDES HIGH SCHOOL
Fairchildes Avenue, New Addington CR0 0AA
Telephone: 66 43387
Head: Mr. S. J. Hanlon, B.Sc.
Tenable: 27th April, 1976
Required: HEAD of MUSIC in this 11 to 16 mixed comprehensive school. Good facilities are available. It is hoped to appoint a person who will make music an important part of the school.

Salary: Burnham Scale 3 with London Area Allowance.

Reasonable removal expenses will be reimbursed (details on request).

Applications on forms obtainable from, and returned to the Head Teacher at the above address as soon as possible.

HERTFORDSHIRE
COUNTY COUNCIL
EAST HERTS DIVISION

SIMON BALLE SCHOOL
Mangrove Road, Hertford

DIRECTOR of MUSIC required for the Summer Term, 1976 (Scale 3 and London Fringe Allowance) for this five-form entry, all-ability school. Music is being taught to Advanced, Ordinary and C.S.E. levels and is a thriving extra-curricular activity. Every support would be given to a successful candidate to maintain and develop this situation.

Applications, with copies of any available testimonials, and with the names of two referees, to the Headmaster as soon as possible.

NEWHAM
(London Borough of)
EASTLEA SCHOOL
Hilda Road, London E16 4NP
(1,290 mixed on roll)
Headmaster, Mr. D. T. Taaffe
Required Easter, 1976, or September, 1976:—
HEAD of MUSIC DEPARTMENT. Scale 3 post. There is an established examination course.

Burnham Scales plus London allowance £351 plus Social Priority allowance £201 or £276.

Application forms and further details available from Mr Taaffe at the school (telephone: 01-511 0236).

Completed application forms should be returned to the undersigned as soon as possible.

J. B. Wilkie, M.A., Ph.D., Director of Education, Education Offices, Broadway, Stratford, E15 4BH.

WEST GLAMORGAN County Council

Applications are invited from suitably qualified teachers for the following posts in the Authority's service.

All posts are Scale 1 unless otherwise stated.

An asterisk before the school name indicates a social priority school.

Head Teacher

*CEFN HENGOED COMPREHENSIVE
Caldicot Road, Swansea
This is a GROUP 12 School with a mixed pupil enrolment of 1,500 in the age range 11-18 years. (Post Ref. OS18/1.2.76/A.)

Deputy Headteachers

DWR-Y-FELIN COMPREHENSIVE
Dwr-y-Felin Road, Neath
This is a GROUP 13 School with a mixed pupil enrolment of 1,837 in the age range 11-18 years. This is the Second Deputy Head post in the school and is required for the commencement of the Summer Term 1976 or as soon as possible thereafter. (Post Ref. 5S9/2.2.76/A.)

BISHOPSTON COMPREHENSIVE
Bishopston, Swansea
This is a new school and will open in September 1976. It will be a GROUP 10 School with a mixed pupil enrolment of 800 in the age range 11-16 years. (Post Ref. 1SB/3.2.76/A.)

HAFOD COMPREHENSIVE
Hafod, Swansea (3 posts)
FIRST DEPUTY HEAD/SECOND DEPUTY HEAD/SENIOR MASTER/MISTRESS (as appropriate).
Candidates will be automatically considered for all three posts unless they indicate otherwise on the application form. Hafod Comprehensive will be a new co-educational school which will be placed in GROUP 11. Initially, it will cater for pupils aged 13 years upwards, but reorganisation proposals currently being discussed could mean its ultimate development to serve the 11-16 age range. (Post Ref. 2SH/4.2.76/A.)

EASTERN PRIMARY
Incline Row, Port Talbot
This is a GROUP 4 School with a mixed pupil enrolment to 200 in the age range 3-11 years. Post Ref. 6P8/5276/8.

Primary Schools

PHYSICAL EDUCATION
GORS JUNIOR (MIXED)
(375 on roll) (Age range 7-11) Gors Avenue, Cockett, Swansea
Boys' P.E. and Games Scale 2. (Post Ref. 2P30/6.2.76/A.)

Secondary Schools

ART
PENLAN COMPREHENSIVE (BOYS)
(1,412 on roll) (Age range 11-18). Heol Gwyrosydd, Penlan, Swansea.
Also Light Crafts. Scale 3. (Post Ref. 3S15/7.2.76/A.)

CHEMISTRY
PENYRHEOL COMPREHENSIVE (MIXED)
(1,740 on roll) (Age range 11-18). Pontarddulais Road, Gorseinon.
'A' level and some General Science. (Post Ref. 3S17/8.2.76/A.)

COMPUTER STUDIES
DYFFRYN COMPREHENSIVE (MIXED)
(1,236 on roll) (Age range 11-18). Margam, Port Talbot.
SENIOR TEACHER SCALE.
Suitably qualified and experienced teacher required to teach and advise on the teaching of Computer Studies to all levels including 'A' level and to assume responsibility for the development of the subject at the Computer Centre for schools in West Glamorgan. The person appointed will also be expected to examine the use of the Computer as a resource in education and in educational administration and also be prepared to involve himself/herself in suitable in-service training courses for teachers. The Centre is equipped with an I.C.L.7503 Data Terminal and is housed at the Port Talbot College of Further Education but forms part of the organisation of Duffryn Comprehensive School. (Post Ref. 6S7/9.2.76/A.)

ENGLISH
GOWERTON COMPREHENSIVE (MIXED)
(1,802 on roll) (Age range 11-18). Cecil Road, Gowerton, Swansea.
(Post Ref. 1S3/10.2.76/A.)

FRENCH
DYFFRYN COMPREHENSIVE (MIXED)
(1,236 on roll) (Age range 11-18), Margam, Port Talbot.
(Post Ref. 6S7/11.2.76A.)

GOWERTON COMPREHENSIVE (MIXED)
(1,802 on roll) (Age range 11-18), Cecil Road, Gowerton, Swansea.
Some Latin. (Post Ref. 1S3/12.2.76/A.)

PENYRHEOL COMPREHENSIVE (MIXED)
(1,740 on roll) (Age range 11-18). Pontarddulais Road, Gorseinon.
Also English. (Post Ref. 3S17/13.2.76/A.)

GENERAL SUBJECTS
GOWERTON COMPREHENSIVE (MIXED)
(1,802 on roll) (Age range 11-18). Cecil Road, Gowerton, Swansea.
Also Mathematics. (Post Ref. 1S3/14.2.76/A.)

MUSIC
ST. JOSEPH'S R.C. COMPREHENSIVE (MIXED)
(980 on roll) (Age range 11-18). Newton Avenue, Port Talbot.
HEAD OF DEPARTMENT SCALE 3. (Post Ref. 6VSJC/15.2.76/A.)

PERMANENT SUPPLY
GORSEINON DISTRICT
Candidates must have completed their probationary service and should be able to offer a range of subjects in the District's Comprehensive Schools. Applicants should be able to drive and have the regular use of a car. (Post Ref. 3S/16.2.76/A.)

PHYSICAL EDUCATION (BOYS)
GOWERTON COMPREHENSIVE (MIXED)
(1,802 on roll (Age range 11-18). Cecil Road, Gowerton, Swansea.
(Post Ref. 1S3/17.2.76/A.)

PHYSICS
CWMTAWE COMPREHENSIVE (MIXED)
(1,860 on roll) (Age range 11-18). Pontardawe, Swansea.
Also General Science. (Post Ref. 4S13/18.2.76/A.)

RELIGIOUS EDUCATION
GOWERTON COMPREHENSIVE (MIXED)
(1,802 on roll) Age range 11-18). Cecil Road, Gowerton, Swansea.
Head of Department Scale 2. (Post Ref. 1S3/19.2.76/A.)

REMEDIAL EDUCATION
PENYRHEOL COMPREHENSIVE (MIXED)
(1,740 on roll) (Age range 11-18). Pontarddulais Road, Gorseinon.
(Post Ref. 3S17/20.2.76/A.)

WELSH
ST. JOSEPH'S R.C. COMPREHENSIVE (MIXED)
(980 on roll (Age range 11-18). Newton Avenue, Port Talbot.
Also English. (Post Ref. 6VSJC/21.2.76/A.)

WOODWORK
ST. JOSEPH'S R.C. COMPREHENSIVE (MIXED)
(980 on roll) (Age range 11-18). Newton Avenue, Port Talbot.
(Post Ref. 6VSJC/22.2.76/A.)

Application forms and further details of specific posts are available from the undersigned on receipt of a stamped addressed foolscap envelope quoting the appropriate post reference.

CLOSING DATE. The closing date for the receipt of completed application forms is FRIDAY, 20th FEBRUARY, 1976.

John Beale, Director of Education, Education Department, Princess House, Princess Way, Swansea.

EDUCATION DEPARTMENT

Instrumental Appointments for APRIL, 1976

1. Head of Lower Strings—Burnham Scale 3
To coordinate the teaching and lead a team of full and part-time teachers of the 'cello and double bass.
2. Violin
3. Viola
4. Trumpet (Principal Instrument)
5. Trombone (Principal Instrument)

Burnham Salary Scale 1 or 2

The teachers appointed will join a well-established team and work with groups and individual pupils in primary and secondary schools. Opportunity for regular ensemble and orchestral playing may be available and an interest in developing and directing community and area orchestras and bands would be welcomed. Orchestral experience desirable.

Apply by letter to Staffing Branch, Room B18, Education Offices, Margaret Street, Birmingham, B3 3BU within ten days of the appearance of this advertisement. There is a scheme for assistance with removal expenses.

BIRMINGHAM

SECONDARY
Music
continued

WALTHAM FOREST
(London Borough of)
EDUCATION COMMITTEE
The borough is within easy access of central London and bordered by Epping Forest. London Addition is payable.
Required for Easter, 1976:—
HEATHCOTE HIGH SCHOOL
Normanton Park, London E4 6ES
(Headmaster, Mr. H. S. G. Paul)
HEAD of MUSIC, Scale 2 or 3.
An experienced MUSIC TEACHER is required to take charge of the well-established Music Department in this mixed comprehensive High School (11-14 years). Existing string and woodwind orchestra and peripatetic instrument teachers.
Application forms obtainable on receipt of a stamped addressed envelope from the Chief Education Officer, Municipal Offices, High Road, Leyton, London E10 5QJ.

Other Posts on Scale 2 and above

BERKSHIRE
BRACKNELL DISTRICT
EDGBARROW SCHOOL
Sandhurst Road, Crowthorne, Berks.
(Developing 11 to 18 co-educational comprehensive school: roll 1,050)
Required for April, 1976, a TEACHER of MUSIC who with suitable experience could be awarded a Scale 2 post.
Applications to Headmaster for further information and application form (stamped addressed envelope).

ESSEX
COUNTY COUNCIL
Generous grants for removal, lodging and disturbance expenses are payable in approved cases, and details of the availability of housing and nursery education can be obtained at the time of application.
THOMAS, LORD AUDLEY SCHOOL
(Roll 600, mixed)
Monkwick Avenue, Colchester
CO2 8NN
Tel.: Colchester 47911
DIRECTOR OF MUSIC
Required for April or September, 1976, Scale 4, in this 11 to 18 school going comprehensive shortly. Applicants should be able to teach to "A" level and be interested in developing a band/orchestra in addition to choral work. Good facilities available.
Application forms and further particulars may be obtained from the Head of the school to whom completed application forms should be returned.

KENT
COUNTY COUNCIL
EDUCATION COMMITTEE
MAIDSTONE DIVISION
OLDBOROUGH MANOR SCHOOL
Maidstone
(1,414 Mixed)
[illegible]

CUMBRIA
EDUCATION COMMITTEE
PERIPATETIC MUSIC SERVICE
Required for Easter, 1976, or as soon as possible, a PERIPATETIC TEACHER of VIOLIN/VIOLA (Scale 1) in the Whitehaven area.
Application forms obtainable from and returnable to R. G. Powell, Assistant Director of Education, West Division, Union Hall, Scotch Street, Whitehaven, to be returned by 16th February, 1976.

DEVON
Applications are invited from skilled INSTRUMENTALISTS to teach full-time VIOLIN/VIOLA in Primary and Secondary Schools, Music Centres, and on courses, under direction of County Music Adviser. Travelling allowance payable. Salary for qualified teachers: Burnham Scale 1; for those not qualified as teachers: Burnham Scale for Instructors.
April, 1976, or as soon as possible thereafter.
Application forms (stamped addressed envelope please) from Area Education Officer, Area Education Office, "Morwenstow", 7 Barnfield Crescent, Exeter EX1 1SD, returnable by 20th February, 1976.

DORSET
THE PURBECK SCHOOL
Wareham
(Group 13: Comprehensive/Co-educational: 13-18 years: roll 1,540)
Required September: TEACHER for MUSIC throughout school. Training in creative classroom music and willingness to teach some Religious Education desirable.
Further details and application form (stamped addressed envelope) from Headmaster.

EALING
(London Borough of)
EDUCATION SERVICE
FARADAY HIGH SCHOOL
Brouncker Avenue, Acton W.3
A part-time MUSIC TEACHER is required for this multi-racial Comprehensive School. Though peripatetic staff teach Brass, Woodwind and String groups, at present there is no formal Music teaching in the school. A teacher is required who would, in consultation with the Headmaster, initiate a programme of general music education, not necessarily along formal or traditional lines. Originality and enthusiasm would be essential.
London Allowance £351, together with Social Priority Allowance.
Apply, in the first instance, by letter to the Headmaster at the school.

HAMPSHIRE
SOUTH-EAST AREA
WAKEFORD SCHOOL
Wakefords Way
Havant, Hampshire PO9 5JL
Number on roll 1,650
(11-18 Comprehensive Mixed)
Applications are invited from suitably qualified TEACHERS for a MUSIC post with the School's Expressive Arts Team. [illegible]

WALSALL
METROPOLITAN BOROUGH
EDUCATION COMMITTEE
ALDRIDGE SCHOOL
Tynings Lane, Aldridge, Walsall
Required for [illegible] MUSIC TEACHER [illegible]

[illegible]

WEST SUSSEX
[illegible]

WOLVERHAMPTON
BOROUGH COUNCIL
EDUCATION COMMITTEE
INSTRUMENTAL MUSIC SERVICE
[illegible]

Pastoral

Heads of Department

BARNET
(London Borough of)
[illegible]

HAMPSHIRE
SOUTH-EAST AREA
WAKEFORD SCHOOL
[illegible]

SOLIHULL
EDUCATION COMMITTEE
PARK HALL SCHOOL
Water Orton Road, Castle Bromwich B36 9HF
DEPUTY HEAD TEACHER of lower school, required for this 11 to 18 all ability school, to be responsible to the Head of lower school for the welfare of girls in the first and second year. Scale 3 post available. Appointment to begin 26th April, 1976.
Applications, giving the names and addresses of two referees to the Head (enclosing stamped addressed envelope).

WAKEFIELD (City of)
METROPOLITAN DISTRICT COUNCIL
THORNES HOUSE SCHOOL
Wakefield WF2 8PW
Required for May or September, 1976, a TEACHER in charge of a SPECIAL UNIT to be established for a small number of students of difficult behaviour, including disruptive behaviour. (Scale 3). Applicants, who will also have the opportunity for some general teaching, should have had substantial and successful experience of teaching in Secondary schools or relevant experience in other fields such as the Youth Service or Special Education.
Application forms with further details of the post may be obtained from the Headmaster at the school, to whom applications should be returned by 20th February, 1976.

Scale 1 Posts

NEWHAM
(London Borough of)
EASTLEA SCHOOL
Hilda Road, London E16 4NP
(1,390 on roll)
Head Teacher, Mr. D. T. Taaffe
Required Easter, 1976:—
A TEACHER/SOCIAL WORKER is required at the above school for girls and boys aged 11 to 18 years.
As well as making a curricular contribution appropriate to his/her interests, the teacher/social worker would be required to undertake counselling and social work with pupils and parents both in and out of school.
A Scale 3 post is considered appropriate for the successful candidate who has qualifications and/or experience in social work or counselling or youth work. An otherwise suitable applicant who lacks such a background would be considered for a Scale 2 post in the first instance.
Burnham Scales plus London allowance £351 plus Social Priority allowance £201 or £276.
Further details and application forms are available from the Head Teacher (telephone 01-511 0236) and should be returned to the undersigned as soon as possible.
J. B. Wilkie, M.A., Ph.D., Director of Education, Education Offices, Broadway, Stratford, E15 4BH.

Physical Education

Heads of Department

CROYDON
[illegible]

LONDON
HEAD OF PHYSICAL EDUCATION
EMANUEL SCHOOL
London SW11 1HS
Voluntary Aided Grammar
(880 boys)
Required to begin in Summer or Autumn Term, 1976, following promotion of the present head, man or woman to take charge of PHYSICAL EDUCATION DEPARTMENT. Responsibility for all gymnasium work, swimming bath (full-time instructor on staff). Interest in the whole field of physical activity a recommendation; C.C.I. experience helpful; ability to take over successful first fifteen an essential.
Applications should be made by letter (no forms available) to the Headmaster at the school, giving the names and addresses of two persons to whom reference may be made.

ROTHERHAM
(Metropolitan Borough of)
DEPARTMENT OF EDUCATION
DINNINGTON COMPREHENSIVE SCHOOL
(11 to 18 mixed; approximately 1,880 on roll with 200 in sixth form)
Required for Summer Term 1976:
HEAD of GIRLS PHYSICAL EDUCATION—Scale 3
Outstanding facilities including an enclosed swimming pool, sports hall and two gymnasia and 30 acres of playing fields. There are three other female Physical Education specialists as well as a wide participation from the staff as a whole and there is a large programme of outdoor pursuits.
Closing date: 16th February, 1976.
Application forms available from the Principal Recruitment Officer (Education), Municipal Offices, Howard Street, Rotherham.
Telephone Rotherham 2121, extension 3567.
R. W. Ellis, Director of Personnel Resources.

WOLVERHAMPTON
BOROUGH COUNCIL
EDUCATION COMMITTEE
Required for May, 1976:—
DEANSFIELD HIGH SCHOOL
PHYSICAL EDUCATION
Scale 3, HEAD of DEPARTMENT, to take responsibility for GIRLS' PHYSICAL EDUCATION.
The school, a mixed comprehensive with some 1,250 pupils on roll, opened in new buildings in 1968 and has excellent facilities in all areas of the curriculum.
Application forms and further details available from Director of Education, Education Offices, St. John's Square, Wolverhampton WV2 4DH, to whom they should be returned within 10 days of this advertisement (stamped addressed envelope, please).

Other Posts on Scale 2 and above

HERTFORDSHIRE
COUNTY COUNCIL
DACORUM DIVISION
BOURNE VALLEY SCHOOL
Oldfield Road, Hemel Hempstead
Hemel Hempstead 5[illegible]
TEACHER for BOYS PHYSICAL EDUCATION and GAMES. Scales 2 or 3 available for experienced and qualified teacher.
Further information from the school.

HUMBERSIDE
EDUCATION COMMITTEE
SCUNTHORPE DIVISION
[illegible] COMPREHENSIVE SCHOOL
[illegible] Road, Scunthorpe
Headmaster: Mr. T. Ellis
[illegible]

[illegible]

Bolton Metropolitan Borough

Required for May, 1976.

St. James' C.E. Secondary School

Lucas Road, Farnworth, Bolton.
(Co-Educational, 670 pupils)

Head of History Department (Scale 2)

To teach the subject throughout the school up to C.S.E. and 'O' level.

Woodside Senior School

426 Chorley New Road, Bolton
(E.S.N. (m), Co-Educational, 120 pupils)

Teacher of General Subjects (Scale 1)

Application forms obtainable from the Director of Education, Education Offices, Victoria House, Civic Centre, Bolton BL1 1JW, should be returned to the appropriate Head Teacher at the above address by February 16, 1976.

City of Manchester

EDUCATION COMMITTEE

Unless otherwise stated, all posts are available from May 1976, and application forms together with further particulars are available from the Head of the School to whom they should be returned by 16th February, 1976.

SENIOR TEACHER SCALE

CHORLTON HIGH SCHOOL
Upper School, Corkland Road, Manchester M21 2XP

Required for September, 1976:
Owing to retirement, the following key post will become vacant from the beginning of Autumn term:

A Senior Master/Mistress for the Upper School.

Full details of the post and of the school, together with the appropriate application form, may be obtained directly from the school on receipt of a stamped addressed foolscap envelope.

Applications should be returned directly to the Headmaster as soon as possible. All applications will be acknowledged.

SCALE 4

SPURLEY HEY HIGH
Mount Road, M18 7GR

Required for Easter or September, 1976.
HEAD OF SCIENCE.

Applications are invited from experienced graduate teachers of Science for this post.

Further details and application forms available from the Headmaster at the school to whom they should be returned as soon as possible.

CHORLTON HIGH SCHOOL
Upper School, Corkland Road, Manchester M21 2XP

Required for September, 1976:
A HEAD of BOYS' TECHNICAL STUDIES.

Full details of the post and of the school, together with the appropriate application form, may be obtained directly from the school on receipt of a stamped addressed foolscap envelope.

Applications should be returned directly to the Headmaster as soon as possible. All applications will be acknowledged.

SCALE 3

CHORLTON HIGH SCHOOL
Upper School, Corkland Road, Manchester M21 2XP

Required for September, 1976:
A supervisor of Lower School English studies responsible to the Head of the English Department.

Full details of the post and of the school, together with the appropriate application form, may be obtained directly from the school on receipt of a stamped addressed foolscap envelope.

Applications should be returned directly to the Headmaster as soon as possible. All applications will be acknowledged.

SCALE 2

ABRAHAM MOSS CENTRE
Crescent Road, Manchester M8 6U4

Required as soon as possible:
A TEACHER of MATHEMATICS to join a team of teachers in the 11-18 Comprehensive School at the Centre. A willingness to concentrate on the 11-13 age group in Lower School would be an advantage.

A Scale 2 post may be available for a suitable applicant.

Interest in independent learning, team work and the development of resources essential.

The Abraham Moss Centre, in the Cheetham Crumpsall area of Manchester, opened in September 1973. It is a unique amalgamation of an eight form entry Comprehensive School, and a college of Further Education, with both adult education and youth service provision, and serves the Area as a community centre. It incorporates a shared use district sports centre and public library and resource centre, a performing arts centre with theatre and music suite, a short-stay residential wing, a crèche and a pensioners' club.

Application forms from the Principal.

SCALE 1

MARIST R.C. HIGH SCHOOL FOR GIRLS
Nell Lane, Chorlton-cum-Hardy, Manchester M21 2SW

Required from 23rd March to 23rd July 1976:
Temporary teacher of GEOGRAPHY.

PLANT HILL HIGH SCHOOL
Plant Hill Road, Blackley, Manchester M9 2WP

Wanted for Summer Term, 1976: Temporary Teacher of MATHEMATICS, until 31st August, 1976. Ability to teach to 'O' and 'A' levels is desirable.

A permanent post could be available in September.

Apply by letter to the Headmaster immediately.

PARRS WOOD HIGH SCHOOL
Wilmslow Road, East Didsbury Manchester 20

The school is a nine-form entry comprehensive, pleasantly situated in the suburbs of Manchester.

1. SCIENCE DEPARTMENT. A well qualified teacher is required for a temporary appointment to teach Biology and General Science throughout the age and ability range. The department has the use of ten well equipped laboratories and lecture theatres.
2. ECONOMICS DEPARTMENT. Teacher required for a temporary appointment to teach Typewriting or Commerce within a large and successful department.

Application forms should be returned as soon as possible.

NORTH MANCHESTER HIGH SCHOOL FOR GIRLS
Brookside Road, Moston, Manchester M10 9QJ

A temporary teacher of English is required for the summer term only for this seven form comprehensive school for girls.

To take a share of the work throughout the school.

CENTRAL HIGH SCHOOL FOR GIRLS
Whitworth Street, Manchester M1 3HB

TEACHER for DOMESTIC SCIENCE to share in the teaching of the subject up to external examination level in this comprehensive school of 920 girls with a well established 6th Form.

ABRAHAM MOSS CENTRE
Crescent Road, Manchester M8 6UH

Applications are invited for the appointment of a Teacher of FRENCH.

Interest in independent learning, teamwork, and the development of resources essential.

The Abraham Moss Centre, in the Cheetham Crumpsall area of Manchester, opened in September 1973. It is a unique amalgamation of an eight-form entry comprehensive school, and a college of further education, with both adult education and youth service provision, and serves the area as a community centre. It incorporates a shared-use district sports centre and public library and resource centre, a performing arts centre with theatre and music suite, a short-stay residential wing, a crèche and a pensioners' club.

Application forms from the Principal.

Assistance with removal expenses given in approved cases for permanent full-time appointments.

SECONDARY
Physical Education
continued

DEVON

DORSET

ESSEX

HAMPSHIRE

HERTFORDSHIRE

HOUNSLOW

HULL

HUNTINGDON

KENT

LEICESTERSHIRE

LONDON, S.E.22

NEWHAM

NORTH YORKSHIRE

STAFFORDSHIRE

WALSALL

WEST SUSSEX

Religious Education

Heads of Department

AVON COUNTY

BARKING

BARNET

BEDFORDSHIRE

DORSET

KENT

SURREY

WILTSHIRE

Other Posts on Scale 2 and above

DERBYSHIRE

ESSEX

NEWCASTLE-upon-Tyne

Scale 1 Posts

BARNET

NEWCASTLE UPON TYNE

NORTHAMPTONSHIRE

SANDWELL

STAFFORDSHIRE

Liverpool

Secondary Schools

Applications are invited for the following post with duties to commence March, 1976, unless otherwise stated. Application forms are available on receipt of a stamped addressed envelope from the Head Teacher of the school concerned to whom they should be returned as soon as possible. Previous applicants need only confirm in writing they wish their application to stand.

CAMPION SECONDARY SCHOOL (BOYS)
Salisbury Street, Liverpool L3 8DR S.P. School
Assistant for BIOLOGY and/or GENERAL SCIENCE to C.S.E./G.C.E. 'O' level—Scale 1.

Rural Studies

Heads of Department

ESSEX

BERKSHIRE

Science

Heads of Department

BEDFORDSHIRE

BRENT

DEVON

DORSET

HAMPSHIRE

HOUNSLOW

KENT

NEWCASTLE-upon-Tyne

SHROPSHIRE

TRAFFORD

Other Posts on Scale 2 and above

BEDFORDSHIRE

BROMLEY

BUCKINGHAMSHIRE

ESSEX

GLOUCESTERSHIRE

HARROW

HEREFORD AND WORCESTER

HERTFORDSHIRE

HILLINGDON

LEICESTERSHIRE

NOTTINGHAMSHIRE

REDBRIDGE

SEFTON

SOLIHULL

STAFFORDSHIRE

SURREY

Applications are invited for the following appointments in Upper Schools (mixed comprehensive 13-18) in the Western Area of the County.

KING EDWARD VI SCHOOL BURY ST. EDMUNDS (1,300 on roll)

Required for Summer Term, 1976:

HEAD OF YEAR GROUP (Scale 4). Initially 4th year An experienced teacher is sought to lead the tutorial team and take responsibility for the day-to-day running and pastoral care of a year group of 380.

HEAD OF ENGLISH DEPARTMENT (Scale 4). An imaginative and enthusiastic teacher is required to develop an outstanding academic tradition and lead the departmental team. An interest would be desirable in creative writing and in establishing drama.

MEMBER OF HUMAN STUDIES staff offering a specially designed programme based on school, community and industrial experience to 5th year pupils choosing a non-academic course. Initially Scale 1 plus special class allowance. Good promotion prospects.

Apply by letter as soon as possible direct to the Headmaster, enclosing full curriculum vitae.

SUDBURY UPPER SCHOOL (970 on roll)

Required for September, 1976:

HEAD OF BIOLOGY (Scale 3) in this school that opened in new buildings with excellent science facilities in September, 1972.

Further details and application forms obtainable (stamped foolscap envelope please) from the Headmaster, to whom completed forms should be returned as soon as possible.

Suffolk County Council

Mid Glamorgan COUNTY COUNCIL

TEACHING STAFF

Required as soon as possible :—

MERTHYR DISTRICT

PRIMARY SCHOOL

GWAUNFARREN, Merthyr Tydfil :
Teacher qualified to teach Infants. Knowledge of Welsh and ability to play the piano desirable. Scale 1.

SUPPLY TEACHING

Experienced, qualified teacher who has completed his/her probationary period, required for permanent supply teaching, to take the place of teachers absent for in-service training or other reasons. Travelling expenses are payable. Scale 1 post initially, but Scale 2 after completion of two years' service in such a post.

Application forms, to be returned by 18th February, 1976, obtainable on receipt of a stamped, addressed, foolscap envelope, from the District Education Officer, District Education Office, Pontmorlais, Merthyr Tydfil.

OGWR DISTRICT

PRIMARY SCHOOL

BRACKLA, Bridgend :
Qualified teacher, Infant/Junior trained. Interest in Environmental Studies and ability to play the piano an advantage. Scale 1.

SUPPLY TEACHING

Experienced, qualified teachers who have completed their probationary period, required for permanent supply teaching, to take the place of teachers absent for in-service training or other reasons. Travelling expenses are payable. Scale 1 posts initially, but Scale 2 after completion of two years' service in such a post. (Three posts.)

Application forms, to be returned by 18th February, 1976, obtainable on receipt of a stamped, addressed, foolscap envelope, from the District Education Officer, District Education Office, Sunnyside, Bridgend.

RHYMNEY VALLEY DISTRICT

COMPREHENSIVE SCHOOL

BEDWAS :

(1) Head of Mathematics Department. Experienced Honours Graduate in Mathematics to be Head of Department. The successful applicant will be expected to develop sixth-form courses. Scale 4 post.

(2) Teacher qualified to teach Boys' Crafts with a bias towards Woodwork. Scale 2 post for an experienced teacher but applications will be considered from new entrants for a Scale 1 post.

PRIMARY SCHOOLS

FOCHRIW PRIMARY and PONTLOTTYN JUNIOR, Bargoed :

Required to teach at both schools, qualified teacher who has successfully pursued a one-year course in the teaching of handicapped pupils.

Applications from experienced, qualified teachers without the additional qualification will be considered for a temporary appointment, but such a teacher may not be employed for more than one year unless he/she undertakes to attend such a course.

Scale 1 post. Special Class allowance of £351 and, where appropriate, a Merit Award will be payable. (Social Priority allowance is not payable.)

Application forms, to be returned by 18th February, 1976, obtainable on receipt of a stamped, addressed, foolscap envelope, from the District Education Officer, District Education Office, Council Offices, Ystrad Mynach, Hengoed.

RHONDDA DISTRICT

COMPREHENSIVE SCHOOL

FERNDALE (Social Priority allowance payable) :
Graduate to teach Physics with Mathematics. Scale 1. Temporary appointment for Summer Term initially, but with the possibility of becoming permanent from September, 1976.

Application forms, to be returned by 18th February, 1976, obtainable on receipt of a stamped, addressed, foolscap envelope, from the District Education Officer, District Education Office, Crawshay Street, Ton Pentre, Rhondda.

TAFF ELY DISTRICT

COMPREHENSIVE SCHOOL

TONYREFAIL, Porth (Social Priority allowance payable) :

(1) Teacher qualified to teach Mathematics to forms 1 and 2 (11 to 13 years). Scale 1.

(2) Teacher qualified to teach Handicraft Subjects (Woodwork and Metalwork) to assist in the teaching of Craft Subjects throughout the school. Scale 1.

(3) Graduate in Science or teacher qualified to teach General Science as an integrated subject throughout the school to CSE and "O" level. Scale 1.

(4) Head of Music Department. Graduate in, or teacher qualified to teach, Music, to take charge of the department and to organize the teaching of the subject throughout the school to CSE, "O" and "A" levels. Ability in and enthusiasm for choral and orchestral work would be an advantage. Scale 3 post.

SUPPLY TEACHING

Experienced, qualified teachers who have completed their probationary period, required for permanent supply teaching, to take the place of teachers absent for in-service training or other reasons. Travelling expenses are payable. Scale 1 post initially but Scale 2 after completion of two years' service in such a post. (Two posts.)

Application forms, to be returned by 18th February, 1976, obtainable on receipt of a stamped, addressed, foolscap envelope, from the District Education Officer, District Education Office, Tyfica Road, Pontypridd.

J. L. BRACE,
Director of Education.

SECONDARY
Science
continued

WARWICKSHIRE
EDUCATION DEPARTMENT
STRATFORD-UPON-AVON GRAMMAR SCHOOL FOR GIRLS
Shottery Manor, Shottery
Stratford-upon-Avon
(398 on roll)

Required in September, 1976, for one academic year only, GRADUATE to teach CHEMISTRY to "O" and "A" level G.C.E. Scale 3. Vacancy has arisen due to secondment of present post-holder.

Application forms and further particulars from the Headmistress (stamped addressed envelope, please).

WILTSHIRE
THE JOHN OF GAUNT SCHOOL
Trowbridge
(Mixed 1,177 — Grammar turning Comprehensive)
Required for September, experienced and qualified person to take charge of PHYSICS DEPARTMENT, Scale 3. Details of School and organisation of science teaching from Headmaster (stamped addressed envelope) Early application necessary.
Please specify the post for which you are applying, as we advertise other posts in this issue.

Scale 1 Posts

AVON COUNTY
BROADOAK SCHOOL
Weston-super-Mare
(1,600 mixed, 320 in the 6th)
Required in September, a TEACHER of PHYSICS at all levels, with some Combined or General Science in lower forms.
Applications to the Head with full personal details and the names of two referees. Further information will be provided on the receipt of a stamped addressed foolscap envelope.

BEDFORDSHIRE
EDUCATION SERVICE
SOUTHERN AREA
CARDINAL NEWMAN SCHOOL
Luton
Headmaster, Mr. W. P. Davies, B.Sc.
Required for April or September, 1976, MASTER/MISTRESS to teach SCIENCE, Scale 1. Preference will be given to candidates offering Physics to "O" level.
This voluntary aided Catholic (11-18) Mixed Comprehensive School opened in September, 1968, in new buildings. It has a seven-form entry covering the whole ability range. The roll is 1,057, including 70 in the Sixth Form.
The Authority has a scheme for teachers moving into the county to assist with removal expenses. Some assistance with accommodation may be possible.
Application forms and further details obtainable from and returnable to Clerk to the Governors, Cardinal Newman School, Warden Hill Road, Luton LU2 7AE, accompanied by two testimonials and marked "Application".

BEXLEY
(London Borough of)
ERITH SCHOOL
(Mixed) (Roll 1,061)
Headmaster
TEACHER required to join the BIOLOGICAL DEPARTMENT and assist with examination work at Ordinary and Advanced Level. The Department is well equipped and there is adequate technical assistance. Post available from the commencement of the Summer Term.
L.A.A. £207. Assistance with removal expenses, legal fees and disturbance allowance can be considered.
Applications to Chief Education Officer for Schools (T.0), Town Hall, Crayford, Kent.

BUCKINGHAMSHIRE
MILTON KEYNES DIVISION
LEON COMPREHENSIVE SCHOOL
Milton Keynes
(1,100 boys and girls)
Required for the Summer Term, ASSISTANT TEACHER of SCIENCE in the Lower School (12 to 14 age group). Candidates will be expected at times to work as part of a team of teachers in a mixed ability situation. The Leon School is situated in Bletchley which is within the designated area of the new city of Milton Keynes. The Development Corporation is making houses available to teachers appointed to posts within the designated area.
Subject to the County Council's regulations removal expenses to a maximum of £168 and board and lodging allowances will be payable.
Application forms are obtainable from the Head, Mr. D. H. Bradshaw, B.A., Leon School, Fern Grove, Bletchley, Milton Keynes MK3 3HQ. (Please enclose a stamped addressed foolscap envelope.)

CHANNEL ISLANDS
STATES OF JERSEY
EDUCATION COMMITTEE
LES QUENNEVAIS SCHOOL AND COMMUNITY CENTRE
Principal, E. Tranter
Required for Summer term, 1976, a SCIENCE/MATHEMATICS TEACHER, Scale 1, with ability to cover all aspects of combined Science in first three years and at least one specialist Science up to C.S.E./"O" examinations level.
Further details and application forms from the Director of Education, Education Department, P.O. Box 142, Highlands, St. Saviour, Jersey, Channel Islands.
To be returned to the Principal by 23rd February, 1976.

CORNWALL
EDUCATION COMMITTEE
There is a scheme for removal expenses.
CAMBORNE SCHOOL
11-18 Age Group
1,870 on roll
Head-designate:
Mrs. L. V. Mostyn, B.A.
SCIENCE. Scale 1.
Required for September 1976, ASSISTANT to share in the teaching of BIOLOGY to "O" and C.S.E. levels and COMBINED SCIENCE in the lower school. Very good facilities available in new laboratories. The above Comprehensive school will open in September 1976, with the amalgamation of the girls' Grammar and Mixed Secondary Schools in the town.
Letters of application, giving full details of qualifications, experience, interests and the names and addresses of two referees should be sent to the Head-designate, Girls' Grammar School, Camborne, TR14 7RG, from whom further particulars may be obtained (stamped addressed envelope).
Closing date: Within 14 days of the appearance of this advertisement.
K. Cruise, Secretary for Education, Education Department, County Hall, Truro, Cornwall.

CORNWALL
EDUCATION COMMITTEE
There is a Scheme for removal expenses.
TRURO GIRLS' GRAMMAR SCHOOL
(570 on roll)
Headmistress, Mrs. M. J. Stunden, B.Sc.
SCIENCE. Scale 1.
Required in September, 1976, suitably qualified person to share in the teaching of BIOLOGY throughout the school. Reorganization in the Truro area is scheduled for 1978 but this school will not be fully involved until 1983 although some teaching in the comprehensive section may be available before that date.
Please apply direct to the Headmistress sending testimonials/references.
K. Cruise, Secretary for Education, Education Department, County Hall, Truro.

COVENTRY (City of)
WHITLEY ABBEY MIXED COMPREHENSIVE SCHOOL
(1,680 on roll)
Required Easter.
Scale 1 for mainly Lower School Nuffield Combined SCIENCE with some BIOLOGY teaching up to "O" level. Courses well established with considerable resources to support teacher on first appointment. Reduced teaching commitment for probationary teacher.
Apply by letter giving full details (age, qualifications, experience) and the names and addresses of two educational referees to the Headmaster at the school, Abbey Road, Coventry CV3 4BD.

DERBYSHIRE
NOEL-BAKER SCHOOL
(1,870 boys and girls)
Bracknell Drive
Alvaston, Derby DE2 0BR
Telephone: Derby 72036
Required as soon as possible (the present holder of the post has resigned owing to illness), a TEACHER of BIOLOGY to fifth year level, Scale 1. A supply or temporary appointment will be considered. The post will involve work in Combined Science and some Rural Studies.
Applications by letter to the Headmaster immediately.

DEVON
EXETER SCHOOL
(H.M.C. Direct Grant Grammar)
(520 dayboys; 60 boarders)
Required in September, a GRADUATE to share the teaching of PHYSICS throughout the school, including Sixth Form, and of CHEMISTRY to "O" level. Nuffield syllabus is followed up to "A" level in both subjects. Burnham Scale 1.
Applicant should be keen to take part in extra-curricular activities. Suitable candidates could be considered for resident assistant Housemastership of boarders.
Apply to Headmaster, Exeter School, Exeter, stating qualifications and interests, and naming two referees.

DORSET
THE PURBECK SCHOOL
Wareham
(Group 13: Comprehensive/co-educational: 13 to 18 years roll 1,350)
Required September, TEACHER for either PHYSICS or BIOLOGY throughout school, including well-established Sixth Forms in 10 well-equipped laboratories. Interest in Integrated Science Course (SCISP and NSS based) if possible.
Further details and application form (stamped addressed envelope) from Headmaster.

ESSEX
COUNTY COUNCIL
Generous grants for removal, lodging and disturbance expenses are payable in approved cases, and details of the availability of housing and nursery education can be obtained at the time of application.
WESTCLIFF HIGH SCHOOL FOR BOYS
(Roll 870)
Kenilworth Gardens
Westcliff-on-Sea
Tel. Southend-on-Sea 75443
CHEMISTRY
Required in September, a GRADUATE to teach CHEMISTRY to Advanced level in this boys' grammar school. There is a modern well-equipped Science building and a large Chemistry Sixth. Nuffield combined Science has been introduced in the junior forms. This post offers to a new entrant varied teaching experience in an enterprising Science Department.
Apply by letter to the Headmaster, naming two referees.
SOUTHEND HIGH SCHOOL FOR BOYS
(Roll 830)
Prittlewell Chase, Southend-on-Sea
Tel. Southend 43074
BIOLOGY
Required for September, 1976 at this 4 stream selective Boys' School in pleasant surroundings. Large Sixth Form. Sixth Form teaching available.
Application forms and further particulars may be obtained from the Head of the School concerned, unless otherwise stated, to whom completed application forms should be returned.

HAVERING
(London Borough of)
EDUCATION DEPARTMENT
ABBS CROSS SCHOOL
(Roll 940 Co-Educational)
Abbs Cross Lane, Hornchurch, Essex
A 5 F.E. Comprehensive School situated in post-war buildings on 17 acre site. Firmly established examination courses.
Required September, 1976, or earlier if possible.
GRADUATE to join a flourishing and well equipped science department of eight teachers and technicians. Successful [illegible] will be required to teach NUFFIELD PHYSICS to O.C.E. "O" and "A" levels and Combined Science in Years 1 to 3.
THE ROYAL LIBERTY SCHOOL
(Roll 663)
Upper Brentwood Road, [illegible] RM2 6HJ
Boys 11-18 Comprehensive [illegible] on one site in attractive [illegible] ings on the fringe of the [illegible]
Required September, 1976, TEACHER for BIOLOGY [illegible] out the School and [illegible] Science in forms 1 and 2. [illegible] post available but [illegible] first appointment.
There is a scheme for removal expenses.
In both cases letters of application to Headteacher [illegible] further details can be [illegible] quoting two referees.

HEREFORD AND WORCESTER
COUNTY COUNCIL
SOUTH BROMSGROVE HIGH SCHOOL
Charford Road, Bromsgrove, Worcester B60 3NL
This is a mixed seven [illegible] form entry 13 to 18 [illegible] established "A" level [illegible]
Required for April, 1976 [illegible] TANT (Scale 1) to teach CHEMISTRY and BIOLOGY. [illegible] laboratory facilities, opportunity to share "A" level work [illegible] both subjects.
Application forms available and returnable to the Headmaster school on receipt of a [illegible] addressed envelope (foolscap).

HERTFORDSHIRE
COUNTY COUNCIL
EAST HERTS DIVISION
RICHARD HALE SCHOOL
Hale Road, Hertford
MASTER or MISTRESS required to teach PHYSICS, CHEMISTRY and BIOLOGY mainly to Lower and [illegible] School forms in the first [illegible] Appointment could be in [illegible] April or September, but [illegible] ability to start before [illegible] ber will not prejudice [illegible] tion. Ability to help [illegible] Games or other extra curricular activities a recommendation. 720 boys, 160 in Sixth Form. grammar school starting to change to all-ability.
Apply immediately (no forms) to the Headmaster, giving details of qualifications, experience, extra curricular interests, and enclosing [illegible] of any relevant testimonials.

HERTFORDSHIRE
THE HABERDASHERS' ASKE'S SCHOOL FOR GIRLS
Elstree
800 girls, 180 in the Sixth Form
Direct Grant becoming Independent Day School
Required for September, 1976, GRADUATE to share in the [illegible] ing of BIOLOGY throughout [illegible] school up to university entrance.
Burnham scales with Intermediate London Allowance and some [illegible] allowances. Scale according to qualifications and experience.
Please write to the Headmistress, The Haberdashers' Aske's School for Girls, Aldenham Road, Elstree, Hertfordshire WD6 3BT, with curriculum vitae, testimonials and the names of two referees.

STAFFORDSHIRE CENTRAL AREA

Heads of Department

CHASETOWN COMPREHENSIVE SCHOOL, OFF HIGHFIELDS' ROAD, CHASETOWN, WALSALL Roll : 1,000
Teacher of ECONOMICS with BUSINESS STUDIES required as HEAD OF DEPARTMENT, Scale 3. Economics is taught to "A" level already and this new appointment is being made to expand the scope and coverage of the Department.

PERRYCROFT GIRLS' SCHOOL, CROFT STREET, TAMWORTH, B79 8AF Roll : 560
Required for the beginning of the Summer Term, 1976, HEAD OF ENVIRONMENTAL STUDIES, Scale 2, to work in close cooperation with the Science Department. Excellent modern facilities including large heated Greenhouse, good outside resources and livestock.

Scale 2 Posts and Above

BLESSED WILLIAM HOWARD R.C. HIGH SCHOOL, ROWLEY AVENUE, STAFFORD Roll : 900
Readvertisement
Required for Easter, 1976, or as soon as possible :—
A Teacher for TYPING AND BUSINESS STUDIES in this 11 to 18 Comprehensive School. Scale 2 post available for a suitable applicant.
Closing date for applications, 14 days after the appearance of this advertisement.

HAGLEY PARK COMPREHENSIVE SCHOOL, BURNTHILL LANE, RUGLEY Roll : 1,000
Assistant Teacher for MUSIC, Scale 2, required as soon as possible. Applicants will be expected to undertake Choral, Recorder, and Orchestral work within the school. It would be an advantage if applicants were also prepared to teach guitar and have an interest in light music and folk music or modern dance. Please state second subject.

CARDINAL GRIFFIN COMPREHENSIVE SCHOOL, STAFFORD ROAD, CANNOCK Roll : 658 (28 in Sixth Form)
Required at Easter, 1976 :—A Teacher to be responsible for GIRLS' PHYSICAL EDUCATION, Scale 2 post available for a suitably experienced person.
This 11 to 18 Comprehensive serves the Catholics of this area and it enjoys a good reputation in all branches of Physical Education.

Scale 1 Posts

CHASE TERRACE COMPREHENSIVE SCHOOL, BRIDGE CROSS ROAD, CHASE TERRACE, WALSALL Roll : 1,100
This well established school is situated near to Lichfield. Required as soon as possible, ENGLISH Teacher, Scale 1. Some opportunity for Drama with younger pupils.

RIVERWAY GIRLS' SECONDARY SCHOOL, RIVERWAY, STAFFORD
Required as soon as possible, qualified teacher of MUSIC. A scale post may be available for a suitable applicant.

CHENET SCHOOL, ALLPORT STREET, CANNOCK, WS11 3JA Roll : 1,025 (200 in VI Form)
Required for May, 1976, Assistant Teacher, Scale 1, for NEEDLEWORK to "O" and "A" Level with some HOME ECONOMICS to junior forms. This former five-form entry selective school admitted its first eight-form Comprehensive intake last September and a steady expansion of the work of the Home Economics Department is expected.

Unless otherwise stated application form obtainable from and returnable to the Head of the School. Assistance towards removal expenses in approved cases. Canvassing will disqualify.

It is the Council's view that it is desirable for their employees to be members of an appropriate Trade Union.

Bedfordshire northern area

Mark Rutherford Upper School
Wentworth Drive, Bedford

Required for September :

Head of Religious and Social Education (Scale 3)

With responsibility within the Humanities Area of the Curriculum for the development of Religious Education and Moral Education but also to co-ordinate the work of other staff from various departments in a social education programme.

Head of Business Studies (Scale 3)

To be responsible for the formation and development of the subject for pupils in years 4, 5 and 6. A purpose built Business Studies room will be completed by Easter.

Remedial English Teacher (Scale 3)

To operate in the English Department identifying, analysing and remedying learning problems in English caused both by educational and social reasons. The teacher should be able to advise other members of the department in solving these problems.

Since the school, which is in the process of developing, will have an increased number of roll next September, vacancies are likely to arise in most curriculum areas, viz. Mathematics and Sciences, Humanities (History, Geography, Economics and Music), English and Foreign Languages, and in Art.

The County operates a scheme of assistance with removal and legal expenses.

Application forms and further details are obtainable from the Headmaster at the School and completed applications should be returned by 23rd February 1976.

Cyngor Sir DYFED County Council EDUCATION COMMITTEE

CARDIGAN COUNTY SECONDARY SCHOOL

Required for September, 1976:—

(1) Teacher of French, to teach the subject to O./C.S.E. level. Please state other subjects. Scale 1 Post.

(2) Teacher of Art and Design, with special interest in three dimensional work. Ability and willingness to help with games an added qualification. Scale 1 Post.

Applications (no forms) in respect of the above two posts to be sent to the Headmaster at the school, together with two recent testimonials and the names of two referees by the 20th February, 1976.

Gwahoddir ceisiadau am y swyddi isod i ddechrau ar ol gwyliau'r pasg, sef y 27ain Ebrill, 1976.

YSGOL GYNRADD BRYNHERBERT, LLANRHYSTYD

Athro/Athrawes babanod.

YSGOL EGLWYS MEFENNYDD LLANRHYSTYD

Athro/Athrawes babanod, yn medru chwarae'r piano.

YSGOL GYNRADD ABERPORTH, ABERTEIFI

Athro/Athrawes Cynorthwyol i ddysgu plant iau. Bydd Cymwysterau mewn cerddoriaeth a gwaith llaw yn fantais. Swydd graddfa 2.

Rhaid wrth gymraeg rhugl ym mhob un o'r swyddi uchod.

Gellir cael ffurflenni cais am y swyddi uchod oddi wrth y swyddog addysg rhanbarthol, swyddfa'r sir, Aberystwyth, a dylid eu dychwelyd erbyn 20fed Chwefror, 1976.

Required to commence duties after the Easter Holidays, 27th April, 1976.

PLASCRUG C.P. SCHOOL, ABERYSTWYTH

A well qualified and experienced Teacher to be responsible for the proposed nursery unit. Scale 2 post available. Successful applicant to take the reception class. Competent pianist essential. Must be Welsh speaking.

Application forms are available from the Area Education Officer, Swyddfa'r Sir, Aberystwyth, and should be returned by the 20th February, 1976.

Required for Summer Term, 1976.

(I) NORTH ROAD C.P. GIRLS' SCHOOL, MILFORD HAVEN

Applications are invited from Experienced Teachers for a Scale 2 Post at the above school. The successful applicant will be responsible for music throughout the school.

Re-advertisement

(II) BARHAM VOL. SCHOOL

Assistant Teacher required to teach in the Infant Department, ability to speak Welsh desirable.

Application forms for posts (I) and (II) above are available on receipt of a s.a.e. from the Area Education Officer, G.P.O Box 18, St. Thomas's Green, Haverfordwest, and these should be returned by the 20th February, 1976.

HENRY D. THOMAS,
Director of Education.

Headquarters,
Education Department,
Pibwrlwyd, Carmarthen.

County of Cleveland

SECONDARY SCHOOLS

DEPUTY HEAD TEACHER

HENRY SMITH SCHOOL, King Oswy Drive, Hartlepool, Cleveland (Tel.: Hartlepool 66758)
A Deputy Head is required for this Group 12, 11-16 Comprehensive School, the appointment to take effect from September, 1976.
The successful applicant's responsibilities will include co-ordinating curriculum development, supervising in-service training for staff within the school itself, and in general administration.
The Deputy Head will be a senior member of a management team of six.
Further details can be obtained from the Head Teacher.

SCALE 4 - HEAD OF UPPER SCHOOL AND HOUSE CO-ORDINATOR

ORMESBY SCHOOL, Stockwith Close, Netherfields, Middlesbrough, Cleveland, TS3 0RG (Tel.: Eston Grange 2191)
Required for the Summer Term or September, 1976, a well qualified and experienced teacher for the above post. The successful candidate will be responsible for the pastoral care of all 4th and 5th year pupils in this 11-16 comprehensive school (Group 10) and will act as House Co-ordinator.
Further details are available from the Head Teacher.

SCALE 3 - MODERN LANGUAGES

BISHOPSGARTH SCHOOL, Richardson Road, Stockton-on-Tees, Cleveland, TS18 3LO (Tel.: Stockton 67529)
Required as soon as possible, a suitably qualified and experienced teacher to be responsible for the MODERN LANGUAGES DEPARTMENT SCALE 3 post, in this Group 10, 11-16 Comprehensive School of 920 pupils.
French is the first foreign language. Candidates should be prepared to offer a second language, preferably German. There are well-established courses leading to G.C.E. and C.S.E. examinations in French.

SCALE 3 - MUSIC

BRIERTON SCHOOL, Catcote Road, Hartlepool, Cleveland TS25 4AB (Tel.: Hartlepool 65711)
Required for Easter or as soon as possible thereafter an experienced musician to take charge of a flourishing MUSIC DEPARTMENT with a strong Instrumental and Choral tradition, SCALE 3 post.

SCALE 3 - YEAR TEACHER

ST. GEORGE'S R.C. SCHOOL, Cowley Road, Acklam, Middlesbrough, Cleveland TS5 7EY (Tel.: Middlesbrough 822124)
Required for the commencement of the Autumn Term, a YEAR TEACHER SCALE 3 post, with general responsibility for a year group of 120-270 children.
The post includes responsibility for co-ordination of Religious Education in the Year Group.
The school, which opened in 1970, is situated in a pleasant residential area. The school admits pupils without selection at 11 years and offers well established 5 year courses leading to G.C.E. and C.S.E. examinations.
The school has at present 825 pupils on roll.

SCALE 2 - ENGLISH

BALTSCAR SCHOOL, Corporation Road, Redcar, Cleveland (Tel.: Redcar 4997)
Required for Easter, 1976, a teacher, SCALE 2 post, to assist in the ENGLISH DEPARTMENT of this newly established Comprehensive 11-16 School, and capable of teaching up to 'O' level.

SCALE 2 - GIRLS' PHYSICAL EDUCATION

BOYNTON SCHOOL, Hall Drive, Acklam, Middlesbrough, Cleveland, TS5 7JX (Tel.: Middlesbrough 83776)
Required for 1st May, 1976, a teacher to be responsible for GIRLS' PHYSICAL EDUCATION.
The excellent P.E. facilities include a Sports Hall, Pool, Gymnasium, Hall, Theatre, extensive playing fields and tennis courts. This 11-16 school is purpose-built and well situated in Acklam, South of Middlesbrough.
A SCALE 2 post is available for a suitably qualified and experienced teacher.

SCALE 2 - REMEDIAL WORK

WESTFIELDS SCHOOL, Kirkleatham Lane, Redcar, Cleveland (Tel.: Redcar 73211)
Required for the Summer Term, an experienced and qualified teacher to be responsible for REMEDIAL WORK, SCALE 2 post, in this 11-16 Comprehensive School with 1,125 pupils on roll.
Further details of the above post are available from the school.
(Closing date 16th February, 1976.)

SCALE 2 - SCIENCE

ST. PATRICK'S R.C. SCHOOL, Bayadale Road, Thornaby, Cleveland TS17 9DE (Tel.: Stockton 613327)
Required for the Summer Term, a teacher of PHYSICS with CHEMISTRY, SCALE 2 post to teach throughout the school. This is a small 11-16 Comprehensive School with 500 pupils on roll, with 3 well equipped Science laboratories and a full-time laboratory assistant.
(Closing date 16th February, 1976.)

SCALE 1 - BIOLOGY

HIGH TUNSTALL SCHOOL, Elwick Road, Hartlepool, Cleveland (Tel.: Hartlepool 61446)
Required for the Summer Term a teacher of BIOLOGY to teach to G.C.E. 'O' level.
(Closing date 16th February, 1976.)

SCALE 1 - REMEDIAL

LAURENCE JACKSON SCHOOL, Church Lane, Guisborough, Cleveland, TS14 6RD (Tel.: Guisborough 3412 and 2064)
Required for the Summer Term a teacher for REMEDIAL EDUCATION, SCALE 1 post.
This 11-16 Comprehensive School is in an attractive area near the North York Moors National Park and the sea, and has modern accommodation for 1,090 students.
Financial assistance with household removal expenses is available in approved cases.

Application may be made by letter or on application forms obtainable from the Head Teachers at the addresses shown above. Applications by letter should include detailed information regarding education, training, qualifications and experience, together with the names and addresses of three referees.

Letters of application and completed application forms should be submitted direct to the Head Teachers within 14 days of the appearance of this advertisement, unless otherwise stated.

Cheshire

Application forms (send sae), unless otherwise stated, are obtainable from the Head of the school concerned, to whom they should be returned as soon as possible. Assistance with removal expenses is given in approved cases.

J R G TOMLINSON MA
Director of Education

HEADS OF DEPARTMENTS

ENGLISH
Wilmslow County Grammar School for Girls
Dean Row Road, Wilmslow. (900 Girls).
Scale 4. Post vacant September.
Experienced graduate teacher required, able to teach up to 'A' and 'S' Levels, to organise a large department and to take part in constructive planning for future re-organisation.
Application forms, which should be accompanied by a letter commenting, fully on past and present experience and on the candidate's particular interests should be received by 27th February.

REMEDIAL

HEAD OF REMEDIAL DEPARTMENT
Macclesfield Broken Cross Boys School (Group 9)
Whirley Road, Macclesfield.
Scale 2. An experienced teacher, fully conversant with modern methods, is required for the above vacancy with effect from April 26th, 1976.
Closing date February 10th, 1976.

Grange County Comprehensive School,
Regent Street, Ellesmere Port, Wirral, Cheshire L65 8EJ.
Required for the beginning of the Summer Term 1976.

Stockton Heath County Secondary School (Group 10)
Appleton, Warrington.
Required for the remedial group of the first year in this 8-form entry school which has been recommended to become 11-18 comprehensive.

SCALE II POSTS & ABOVE

ART & POTTERY
St. Joseph's High School
Highfield Road, Widnes, Cheshire.
Courses to G.C.E. and C.S.E. Willingness to help with Religious Education desirable. Scale II post.

SCALE I POSTS

ENVIRONMENTAL STUDIES
Alsager Comprehensive School
Hassall Road, Alsager, ST7 2HR.
Required from Easter 1976 to teach in the lower school and Environmental Science up to C.S.E. level.
Tel. Alsager 3221-5.

P.E. & ENGLISH
Bankfield County High School
Liverpool Road, Widnes. Tel : 051 424 5038/4228
Group X, mixed Comprehensive School
S.P.A. allowance.
Required for 1st May 1976, a teacher for Girls' P.E. and English.

MATHEMATICS
The Lymm Grammar School
Oughtrington Lane, Lymm, Cheshire, WA13 0RB.
Commencing September 1976. Well qualified Mathematician to teach at all levels.

1 BIOLOGY
2 HOME ECONOMICS
Northwich County Grammar School for Girls
(980 on roll : 150 in the Sixth Form)
Granville Road, Leftwich, Northwich, Cheshire
CW9 8EZ. Head Mistress : Miss J. G. Dines, B.A.

1. Required for beginning of the Summer Term, or as soon as possible thereafter.
Qualified MASTER/MISTRESS to share in the teaching of Biology throughout the School. Biology is taught to both the Ordinary and Advanced levels of G.C.E. and the approach recommended by the Nuffield Foundation is used. There are five fully equipped laboratories for the use of the Science department.
2. A qualified TEACHER to share in the teaching of DOMESTIC SCIENCE and NEEDLEWORK throughout the school up to and including the Advanced level of G.C.E. The department consists of four full time teachers and has the use of two fully equipped Housecraft rooms and two Needlework rooms.

The school is a modern building standing in pleasant grounds overlooking country surroundings.

MATHEMATICS
Whitby County Comprehensive School
Sycamore Drive, Ellesmere Port, Cheshire.
Required for Summer Term, 1976 temporary teacher of Mathematics up to 'O' level standard, possibility of permanency for suitable candidate. The school has well developed Courses to 'O' and 'A' Level using modern techniques. The school was formed in September 1974 by the amalgamation of the two existing Boys and Girls Grammar Schools thus the comprehensive intake has now reached its second year. The successful candidate would be required to spend some time teaching our comprehensive classes whilst an opportunity would be given for teaching in the Upper School.

SECONDARY
Science
continued

HERTFORDSHIRE

[illegible]

HILLINGDON

[illegible]

It is hoped to appoint someone who will contribute fully to the school's wide range of extra-curricular activities.

Application forms from and returnable to the Headmaster, upon receipt of a stamped addressed envelope.

London Allowance payable.

Further particulars available from Head Master to whom applications containing full details of qualifications and the names of two referees should be sent.

COUNTY OF SOUTH GLAMORGAN

SPECIAL

Required for Easter or September
Ashgrove School for the Deaf, Penarth.

HEAD TEACHER GROUP 5 (S) (RE-ADVERTISEMENT)

Applications are invited from suitably qualified and experienced teachers of the deaf for the headship of this residential school for boys and girls aged 8-16 years, formerly known as Penarth School for the Deaf. Further particulars are available.

SECONDARY

Required for Easter.
CANTONIAN HIGH SCHOOL, Cardiff (11-18 Comprehensive) 10 form entry

PHYSICAL EDUCATION : SCALE 1

To help in the girls P.E. department. An ability and willingness to teach general subjects (English-Humanities) would be an advantage.
Required for Easter or September.
LLANRUMNEY HIGH SCHOOL, Cardiff (11-18 Comprehensive) 12 form entry

WOODWORK : SCALE 1 OR 2

Teacher mainly for woodwork with a keen interest in 3D design and ability to develop this aspect within a large department. Scale 2 allowance for suitably experienced applicant.
Required for 1st May.
LLANISHEN HIGH SCHOOL, Cardiff (11-18 Comprehensive) 9 form entry

FRENCH AND LATIN : SCALE 1

A temporary appointment for French only might be considered.
Required for September.
CANTONIAN HIGH SCHOOL, Cardiff (11-18 Comprehensive) 10 form entry

GERMAN/FRENCH : SCALE 2

To be responsible for teaching German to 'A' level and willing and able to teach French to 'O' level.
CARDIFF HIGH SCHOOL (11-18 Comprehensive) 6 form entry

ENGLISH : SCALE 2

Graduate with experience to teach English up to and including 'A' level. A flexible and enthusiastic approach to mixed ability in the lower forms is desirable.

LATIN : SCALE 2

Graduate to take charge of the teaching of Latin up to 'A' and 'S' level. Classical studies is taught in the junior school and Greek and Roman literature in form 6.

HOME ECONOMICS : SCALE 1 (TEMPORARY FOR 1 YEAR)

To teach up to 'O' and 'A' level standard. Candidates should have taken food and nutrition or home management as main course.

CHEMISTRY : SCALE 2

Graduate with experience to teach chemistry to 'O' and 'A' level and to assist with teaching of integrated science in years 1 and 2.
COWBRIDGE COMPREHENSIVE SCHOOL (11-18) 7 form entry

HEAD OF MUSIC DEPARTMENT : SCALE 3

Good honours graduate to be responsible for the subject throughout the school.
GLAN ELY HIGH SCHOOL, Cardiff (11-18 Comprehensive) 10 form entry

WELSH : SCALE 1

To teach Welsh and Welsh studies mainly in the lower school in a developing department.
ST. TEILO'S C./W. HIGH SCHOOL, Cardiff (11-18 Comprehensive) 5 form entry

BOYS' PHYSICAL EDUCATION : SCALE 2

Qualified and experienced teacher, preferably to help with craft activities. Preference given to practising members of the Anglican communion.

PRIMARY

Required for Easter or September.
SPRINGWOOD INFANTS SCHOOL, Llanedeyrn, Cardiff

SECOND MASTER (GROUP 7)

Experience in infant school or department to be responsible for the academic or pastoral development of this modern open plan school. Further particulars are available.
Required for September.
The managers of church in Wales Primary schools invite applications from qualified teachers who are practising members of the Anglican communion.

SCALE 1

(A) For infants departments. Ability to play the piano an advantage and in some cases an open plan school.
(B) For junior departments. Ability to offer P.E., music and main art an advantage.
Application forms may be obtained, on receipt of a stamped addressed envelope, from the undersigned to whom completed forms should be returned within 10 days of the appearance of this advertisement.

Education Offices,
Kingsway, Cardiff.

F. J. ADAMS,
Director of Education.

HILLINGDON

HUMBERSIDE

HUNTINGDON

KENT
COUNTY COUNCIL
EDUCATION COMMITTEE
GRAVESHAM DIVISION

MEDWAY DIVISION

DOVER DIVISION

KIRKLEES
METROPOLITAN COUNCIL

LONDON

MANCHESTER

NEWCASTLE UPON TYNE

NORTH YORKSHIRE

NOTTINGHAMSHIRE

OXFORDSHIRE

REDBRIDGE

SHEFFIELD

SOUTHAMPTON

TRAFFORD

[illegible]

WAKEFIELD (City of)

WARWICKSHIRE

WILTSHIRE

WIRRAL

[illegible]

BORDERS REGIONAL COUNCIL

SECONDARY SCHOOLS

Teaching Posts

EARLSTON HIGH SCHOOL
(Roll 300. Telephone Earlston 282)
Mathematics

GALASHIELS ACADEMY
(Roll 1,200. Telephone Galashields 4788)
Music, Technical Subjects ('O' and 'H' Grade Presentation).

JEDBURGH GRAMMAR SCHOOL
(Roll 430. Telephone Jedburgh 3273)
Mathematics.

PEEBLES HIGH SCHOOL
(Roll 920. Telephone Peebles 20291)
Business Studies, Chemistry, General Science, Mathematics.

KELSO HIGH SCHOOL
(Roll 800. Telephone Kelso 2444)
Business Studies, Music.

SELKIRK HIGH SCHOOL
(Roll 560. Telephone 20246)
Mathematics.

Applications are invited from suitably qualified and registered teachers for the above posts.
Where possible assistance will be given with housing.
Application forms and further particulars may be obtained from the Head of Personnel and Management Services, Regional Headquarters, Newtown St Boswells TD6 0SA. Completed forms should be returned to the Director of Education at the same address.

Social Studies

Scale 1 Posts

BRENT

[illegible]

HUNTINGDON

[illegible]

Speech and Drama

Other Posts on Scale 2 and above

KENT
COUNTY COUNCIL
EDUCATION COMMITTEE
SWALE DIVISION

[illegible]

ilea

Qualified teachers are invited to apply for the following posts. Application forms and further particulars are available from the Head of the school concerned unless otherwise stated. Inner London Area Payment (£351 per annum) in addition to the appropriate Burnham salary scale.
Household removal expenses may be paid wholly or in part to teachers accepting permanent teaching posts with the Authority when a change of residence is essential; payment covers cost of the removal of household effects, insurance in transit and fares for the teacher and family up to a normal maximum of £75, but payments in excess of this amount may be considered in exceptional circumstances. Assistance towards the legal cost of home purchase (up to £200) and a grant towards incidental expenses of moving house may be paid in approved cases. In addition, a separation allowance may be paid if a dependent family have to be left in the previous home while new accommodation is obtained in London.
The Authority's scheme of assistance with the cost of travel to school operates for appointments where the letters 'AT' are shown.
Applications for posts up to and including Scale 2 should be made as soon as possible. The closing date for applications for posts above this level will be 14 days from publication date.

SECONDARY SCHOOLS

Deputy Headships

[illegible]

throughout the school. Well-stocked Library, Resource Centre, and every facility.
Anyone interested is welcome to visit the school.

[illegible]

ECONOMICS

Heads of Department

[illegible]

Scale 1 Posts

[illegible]

Posts of Responsibility

[illegible]

ENGLISH

Heads of Department

[illegible]

Scale 1 Posts

[illegible]

GEOGRAPHY

Heads of Department

[illegible]

Scale 1 Posts

[illegible]

HISTORY

Heads of Department

[illegible]

Scale 1 Posts

[illegible]

MATHEMATICS

Heads of Department

[illegible]

Posts of Responsibility

[illegible]

Scale 1 Posts

[illegible]

MODERN LANGUAGES

Head of Department

[illegible]

Posts of Responsibility

[illegible]

SOCIAL SCIENCE

Scale 1 Posts

[illegible]

RELIGIOUS EDUCATION

Heads of Department

[illegible]

Scale 1 Posts

[illegible]

REMEDIAL WORK

Heads of Department

[illegible]

SCIENCE

Heads of Department

[illegible]

Scale 1 Posts

[illegible]

TECHNICAL STUDIES

Posts of Responsibility

[illegible]

OTHER POSTS

Heads of Department

[illegible]

Posts of Responsibility

[illegible]

FIELD STUDY CENTRES

[illegible]

PRIMARY SCHOOLS

Headship

[illegible]

Deputy Headships

[illegible]

Posts of Responsibility

[illegible]

Scale 1 Posts

[illegible]

SPECIAL EDUCATION

DAY SCHOOLS

[illegible]

BOARDING SCHOOLS

[illegible]

OTHER APPOINTMENTS

ENVIRONMENTAL STUDIES CENTRE

[illegible]

SECONDARY
Speech and Drama
continued

Scale 1 Posts

BEXLEY
(London Borough of)
PICARDY SCHOOL
Mixed (Roll 1,078)
Applications are invited for TEACHER of DRAMA/ENGLISH. Excellent facilities for Drama exist on two sites.
London Area allowance £267. Assistance with removal expenses, legal fees and disturbance allowance can be considered.
Applications to Chief Education Officer for Schools (1.7), Town Hall, Crayford, Kent.

KIRKLEES
METROPOLITAN COUNCIL
WHITCLIFFE MOUNT SCHOOL
Turnsteads Avenue, Cleckheaton BD19 3AQ
(13 to 18: 1,250 plus 200 Sixth Form)
Required for September, 1976. An experienced TEACHER of DRAMA, Scale 2, available for a suitably qualified person, able to stimulate and to organise the teaching of Drama to pupils aged 13 to 18, using two excellently equipped specialist rooms, a stage, V.T.R.s and T.V. cameras. C.S.E. courses are popular and successful.
The school, which has use of a Sports Centre on the same site, is situated in a pleasant residential area one mile from ...

Technical Studies

Heads of Department

HILLINGDON
(London Borough of)
HARLINGTON SCHOOL
New Road, Harlington, Hayes
(Number on roll 708—25 in Sixth Form)
Headmaster, T. R. McCulley, M.A.
Required for September, 1976, HEAD of TECHNICAL STUDIES—Scale 4.
This is a major department in a developing split site school becoming comprehensive in September, 1976, with six forms of entry. A new Upper School building will open in September offering excellent technical facilities. Applications are invited from teachers with a sound knowledge and experience of current innovations.
There is a full-time technician.
Application forms from and returnable to the Headmaster. Closing date April 1, 1976.
London Allowance payable. Seventy-five per cent removal expenses in appropriate cases.

NEWHAM
(London Borough of)
EASTLEA SCHOOL
Hilda Road, London E16 4NP
(1,290 mixed on roll)
Headmaster: Mr. D. T. Taaffe
Required September, 1976 ...

Other Posts on Scale 2 and above

CALDERDALE
(Metropolitan Borough of)
EDUCATION DEPARTMENT
THE HIGHLANDS SCHOOL
(Grammar: 770 boys and girls)
Moorbottom Road, Illingworth, Halifax
Required from the start of the Summer Term, a TEACHER to take charge of WOODWORK throughout the school to G.C.E. "A" level standard. Scale 2. There is a modern and well equipped Woodwork room. A temporary appointment for the remainder of this term is also available.
Application forms obtainable (on receipt of a stamped addressed foolscap envelope) from the Headmaster, to whom completed forms should be returned as soon as possible.

DORSET
THE PURBECK SCHOOL
Wareham, BH20 4PF
(Group 13 Comprehensive/Co-educational: 13-18 years)
Required September—
DEPUTY HEAD DESIGN DEPARTMENT, Scale 3, to teach Woodwork, Metalwork and Technical Drawing in a purpose-built block. Assistance with removal expenses in approved cases.
Application form and further details from Headmaster.

EAST SUSSEX

ESSEX
COUNTY COUNCIL
...

Somerset

Applications are invited from suitably qualified and experienced teachers for the following posts. Unless otherwise stated:
(a) Duties to commence September, 1976.
(b) Application forms and details (s.a.e.) from the Heads at the schools.
(c) Closing date 16th February, 1976.
Please quote reference 6/2 on correspondence.

Secondary

FROME COLLEGE
(Formerly Frome Grammar), FROME
(13-18 Comprehensive, 1,240, 170 in Sixth and F.E. College, combined on separate sites)
HEAD OF RELIGIOUS EDUCATION, scale 3 for suitably qualified and experienced candidate. Required to teach to 'O' and 'A' level and be responsible for the religious instruction and moral/social education programme of the College. The person appointed will have the opportunity to lead the College Guidance Services.
Applications by letter to the Principal, with full details and names of two referees, as soon as possible, enclosing s.a.e. Further details on request.

HUISH'S V.C. GRAMMAR, TAUNTON
(628 boys, 11-18; 220 in sixth)
CHEMISTRY teacher, graduate preferred, scale 1, but possibility of a scale 2 for exceptionally well qualified candidate. To share in work throughout the school up to 'A' and Scholarship level in a successful and well-equipped department. Extra curricular interests welcomed.
Apply, by letter, enclosing two recent testimonials and names of two referees, to the Head at the school, from whom further details can be obtained. Closing date: 27th February.

PRESTON COMPREHENSIVE, YEOVIL
(11-16 mixed, 940)
Assistant, scale 1, for BIOLOGY and Lower School Nuffield Combined Science. New Laboratories with C.C.T. Closing date 23rd February.
Assistant, scale 1, for COMMERCIAL SUBJECTS. An opportunity to develop a new department in an expanding school. Closing date 23rd February.

WADHAM COMPREHENSIVE, CREWKERNE
(Group 10, 7 F.E., 13-18 mixed, 648)
Mistress in charge of GIRLS' PHYSICAL EDUCATION, Scale 2 for suitably qualified and experienced teacher. Closing date 23rd February.
METALWORK AND TECHNICAL DRAWING Teacher, Scale 1. Interest in Technology an advantage. Closing date 23rd February.

BISHOP FOX'S GIRLS' GRAMMAR, TAUNTON
(11-18, 990 on roll)
Teacher of GERMAN, scale 2, to share the work throughout the school, including 'O' and 'A' level Nuffield Courses in the main school.
Teacher of PHYSICAL EDUCATION, scale 1, to share the P.E. teaching with two other specialists.
BIOLOGY GRADUATE, scale 2, to share the teaching of Biology, including 'A' level courses, and to help with some junior teaching in Physics or Chemistry.

Primary Headships

NORTH PETHERTON COUNTY JUNIOR, NR. BRIDGWATER
(Group 4)
HEAD.
Application form and details (s.a.e.) from Staffing (T) Section, Education Department, County Hall, Taunton.

Primary Deputy Headships

BARWICK COUNTY PRIMARY NR. YEOVIL
(96) (Group 2)
For April, 1976, DEPUTY HEAD.

CHEDDON FITZPAINE V.C. PRIMARY, NR. TAUNTON
(80) (Group 2)
DEPUTY HEAD, to take charge of Reception Class. State special interests.

DULVERTON C.E. V.C. FIRST, DULVERTON
(146) (Group 3)
For April, 1976, DEPUTY HEAD.
Re-advertisement

ST. JOHN'S C.E. V.C. JUNIOR, HIGHBRIDGE
(236) (Group 4)
For April or September, 1976, enthusiastic DEPUTY HEAD, with experience of child centred approach to education and interest in pastoral work with parents and children.

Primary

Re-advertisement

COMBE ST. NICHOLAS C.E. V.A. PRIMARY, NR. CHARD
(78)
For April or September, 1976, ASSISTANT TEACHER for Infants Church of England School.
Closing date 23rd February.

Others

PERIPATETIC REMEDIAL TEACHERS—Scale 2.
Applications are invited from experienced and suitably qualified teachers for appointment to the County Remedial Service to fill two vacancies due to promotion and retirement.
Applicants should be able to drive and the possession of a diploma in special or remedial education would be an advantage.
Application form and details (s.a.e.) from Staffing (T) Section, Education Department, County Hall, Taunton.

Lothian

DEPARTMENT OF EDUCATION

TEACHING APPOINTMENTS

Applications are invited from registered teachers for the following posts:—

EDINBURGH DIVISION
Secondary

		Responsibility Allowance
Principal Teacher		
Gracemount High School	Chemistry	£1,371
House Posts		
Housemaster/Housemistress		
St Augustines RC High School		£1,501
Assistant Housemaster/Housemistress		
Holy Rood RC High School		£720
Assistant Principal Teacher		
Craigmount High School	Classics	£691
Teaching Posts		
Boroughmuir High School	History	
Craigmount High School	History	

MIDLOTHIAN DIVISION
Secondary

Teaching Posts	
Dalkeith High School	Business Studies
Newbattle High School	Mathematics
	Business Studies

WEST LOTHIAN DIVISION
Secondary

		Responsibility Allowance
Assistant Principal Teachers		
Craigshill High School, Livingston	Technical Education	£645
St Mary's, RC Academy, Bathgate	Music	£645

Housing may be available and further information can be obtained on application to the Divisional Education Officer, West Lothian.
Salaries in accordance with the provisions of the Remuneration of Teachers (Scotland) Act 1967 as amended.
Candidates should specify for which post they wish to apply.
Application forms are available from the appropriate Divisional Education Officer at the following addresses:—
Mr. G. E. Ferguson,
Divisional Education Officer, Edinburgh Division,
40 Torphichen Street, Edinburgh EH3 8JJ.
Mr. D. S. Brotchie,
Divisional Education Officer, Midlothian Division,
40 Torphichen Street, Edinburgh EH3 8JJ.
Mr. A. Sinclair,
Divisional Education Officer, West Lothian Division,
[illegible] High Street, Linlithgow.
The closing date for applications is 20 February.

Lancashire County Council

For application form send stamped addressed foolscap envelope to Chief Education Officer, P.O. Box 61, County Hall, Preston, PR1 8RJ, unless otherwise stated.

PRIMARY SCHOOLS

HEADSHIPS
LEYLAND, Broadfield County Primary
Head, Group 6.

SPECIAL EDUCATION
POULTON-LE-FYLDE DAY SPECIAL (Maladjusted) Estimated No. on Roll 60
Required from 1st May, 1976
(1) Deputy Head—Group 4(S).
(2) Assistant—Scale I.

SECONDARY SCHOOLS
SECOND MASTERS/MISTRESSES
MORECAMBE HIGH, 11-18 Comprehensive, 1,250 mixed on roll, 200 in 6th form
For September 1976, Second Mistress for this developing comprehensive. Group 12.
Application forms/details from the Headmaster, at the School, Dallam Avenue, Morecambe.

HEADS OF DEPARTMENTS
Re-advertisement
FLEETWOOD GRAMMAR, Poulton Road, Fleetwood, 900 mixed (200 in Sixth Form)
Head of Religious Studies, Scale 3, required for September. Well established courses to 'O' and 'A' level.
Forms/details from the Bursar at the School.

PRESTON ASHTON-ON-RIBBLE HIGH (11-16 Comp. 1,000 mixed)
HOME ECONOMICS, Scale 3, required September, 1976.
Application form/details from/to the Headmaster, Aldwych Drive, Preston PR2 1SL.

PRESTON, ST. THOMAS MORE HIGH (11-16 Comprehensive 850 mixed)
RELIGIOUS EDUCATION for September 1976, Scale 3 available.
New School 1965, specialist rooms.
Application forms from/to Headmaster, St. Vincent's Road, Fulwood, Preston, PR2 4QY. Closing date: 20th February 1976.

WHITWORTH HIGH 11-16 Comprehensive, 530 on roll
Head of Science, Scale 3.
Three Laboratories. Lower School Nuffield Science in Mixed Ability Groups. To 'O' level and C.S.E.
Forms/further information from District Education Officer, Town Hall, Rawtenstall, Rossendale, BB4 7LZ. Returnable to Headteacher, at the School, Hallfold, Whitworth.

SCALE 2 POSTS AND ABOVE
FULWOOD, SAINT CUTHBERT MAYNE R.C. HIGH (Aided, Comp.) (1,200 mixed)
FRENCH, Scale 2, for September, 1976. Ability to offer Spanish and/or German an advantage. Audio Active Room. Language Assistants. Modern buildings. Courses to G.C.E. 'O' Level and C.S.E.
Application form/details from/to Headmaster, St. Anthony's Drive, Fulwood, Preston, PR2 3SQ

PRESTON, NORTHLANDS HIGH (500 mixed)
(1) MATHEMATICS to 'O' and C.S.E. level.
(2) HOME ECONOMICS to 'O' and C.S.E. level.
For May, 1976, or as soon as possible.
S.A.E. for forms/further details to the Headmaster, Downing Street, Preston PR1 4RH.

ORMSKIRK, ST. BEDE'S R.C. HIGH (Aided) (665 mixed)
For September 1976
ENGLISH to C.S.E. and G.C.E 'O' Level, second in a successful department. Scale 2.
Forms/further details from/to the Head at the School, St. Anne's Road, Ormskirk, as soon as possible.

CHORLEY, HOLY CROSS R.C. HIGH (Aided) (1,056 mixed) (11-16 Comp.)
Required May 1st 1976
HEAD OF YEAR in Lower School of 1st and 2nd year pupils. Scale 2
MATHEMATICS. 2nd in department. Scale 2.
Forms/further details from Head at the School, Burgh Lane, Chorley.
Returnable to Mgr. C. Jackson, St. Mary's Presbytery, Chorley.

BURNLEY GRAMMAR, 520 boys (170 in Sixth Form) 13-18
Scale 3, HISTORY.
Application form from/to District Education Officer, 14 Nicholas Street, Burnley BB11 2AW

SCALE 1 POSTS
BLACKPOOL COLLEGIATE HIGH (1,760 Mixed—500 Sixth Form)
For September, 1976, or earlier if possible:
(1) MATHEMATICS. 'O' level work available for suitably qualified candidate.
(2) ENGLISH to G.C.E. 'O' and 'A' levels or to 'O' level at least. All pupils take 'O' level.
Sixth Form work available for a suitably qualified candidate
Applications from new entrants welcome.
Modern Buildings on outskirts of town.
Forms from/to Headmaster at the School, Blackpool Old Road, Blackpool FY3 7LS, by 18 February, 1976.

FLEETWOOD GRAMMAR, Poulton Road, Fleetwood, 900 mixed (200 in Sixth Form)
ENGLISH graduate required in September, share of Sixth-form work
Help with games desirable.
Forms/details from the Bursar at the School.

FLEETWOOD LARKHOLME COUNTY SECONDARY (Roll 730)
Required for summer term, 1976, or September, 1976, for Girls' P.E. Ability to help with Lower School Science an advantage.
Application forms from/to the Headmaster, at the school, Broadway, Fleetwood FY7 8HE. S.A.E. would be appreciated.

FULWOOD, SAINT CUTHBERT MAYNE R.C. HIGH (Aided Group) (1,200 mixed)
All posts for September, 1976, modern buildings.
(1) MATHEMATICS. Computer Studies. Mathematics Laboratory. Courses to G.C.E. 'O' Level and C.S.E.
(2) RELIGIOUS EDUCATION, School Chapel. Courses to C.S.E. and G.C.E. 'O' Level.
(3) FRENCH. Ability to offer Spanish, English or Religious Education Audio Active Room. Courses to G.C.E. 'O' Level and C.S.E.
(4) ART. Ability to offer English, Mathematics or French as subsidiary subjects. Good facilities. Courses to G.C.E. 'O' Level and C.S.E.
(5) GENERAL SUBJECTS. Ability to offer any of English, Mathematics, Religious Education, Drama or Remedial Education.
Application forms/details from/to Headmaster, St. Anthony's Drive, Fulwood, Preston PR2 3SQ.

PRESTON, NORTHLANDS HIGH (500 mixed)
FRENCH with European Studies to 'O' and C.S.E. level for May, 1976.
S.A.E. for forms/further details to the Headmaster, Downing Street, Preston PR1 4RH.

LEYLAND, BALSHAW'S HIGH (750 mixed, 11 to 16)
For September, 1976.
PHYSICS 'O' Level. Junior Science, Nuffield courses.
Forms/further details from the Head at the School, Church Road, Leyland PR5 2AH, to be returned to the District Education Officer, East Cliff, County Offices, Preston.

ORMSKIRK ST. BEDE'S R.C. HIGH (665 mixed)
For May 1st.
MATHEMATICS to C.S.E. level, and possibly later to G.C.E 'O' Level.
Forms/further particulars from/to the Head at the School, St. Anne's Road, Ormskirk, as soon as possible.

ORMSKIRK COUNTY SECONDARY (1,385 mixed)
Required 1st May, MATHEMATICS.
Application forms/details from/to the Headmaster, Ormskirk County Secondary School, Wigan Road, Ormskirk L39 2AT, as soon as possible.

UP HOLLAND COUNTY SECONDARY (840 mixed)
Required for September, 1976, ENGLISH to C.S.E., Mode 1, and 'O' level. Interest in Drama and ability to teach reading.
Application form/further details from/to Headmaster, Up Holland County Secondary, Sandbrook Road, Orrell, Wigan WN5 7AL, as soon as possible.

BURNLEY, IVY BANK HIGH (Roll 1,180, Co-educational 11-16)
Required for Summer Term 1976, ENGLISH, to assist with some G.C.E. and C.S.E. work. Scale 2 post available.
Application form from/to, District Education Officer, 14 Nicholas Street, Burnley BB11 2AW.

LEEDS CITY COUNCIL
DEPARTMENT OF EDUCATION

Unless otherwise stated—
Closing date is ten days after the appearance of the advertisement.
In respect of Headships and Deputy Headships in all schools, and other posts in primary, middle and special schools, forms are available from, and returnable to, the Director of Education, Department of Education, Great George Street, Leeds LS1 3AE.
For other posts in secondary and high schools, application should be made to the headteacher of the school concerned, giving full details and the names of two referees.
The post reference number should be quoted on all correspondence.
Requests for forms and details should be accompanied by a stamped addressed envelope.
Post E97 is specified in accordance with the requirements of the Burnham Report and as such is exempt from the provisions of the Sex Discrimination Act.

FIRST TEACHING APPOINTMENTS: PREFERRED POST SCHEME

Students seeking their first post are advised that registrations are now being accepted. Application forms are available from the above address. A stamped addressed foolscap envelope must be enclosed.

SPECIAL SCHOOLS

SCALE 3(S) POST

W 101 **STANNINGLEY SCHOOL** (E.S.N.(S)) (No. on roll: 120: 4-16 years)
Town Street, Stanningley, Leeds LS28 6HZ (Telephone: Pudsey 74537)
Headteacher: Mr. W. B. Woodman
Readvertisement
Required for Easter, 1976, an experienced teacher to work as team leader in a modified team teaching situation with 35 children aged 13-18 years. The team consists of five teachers and two non-teaching assistants.
Responsibility will include time-tabling, curriculum development, staff counselling and continuous assessment of the educational needs of children.
Intending applicants are asked to contact the headteacher for further details. Previous applicants are asked to reapply if they still wish to be considered for this post.

PRIMARY SCHOOLS

DEPUTY HEADSHIP

N.W.91 **COOKRIDGE PRIMARY SCHOOL** (No. on roll: 550: 9-13 years)
Tinshill Drive, Leeds LS16 7DH (Telephone: Leeds 673365)
Headteacher: Miss J. Boucock
Required for September, 1976, Deputy Headteacher for this Group 7 Primary School. A suitably qualified and experienced teacher is sought who will be expected to show enthusiasm and initiative in all areas of school activity. Competent administrative ability is required and an interest in parental cooperation will also be desirable. The vacancy is caused by the retirement of the present postholder. Applicants are invited to visit the school.

SCALE 1 POSTS

W.102 **ARMLEY C. OF E. (CONTROLLED) PRIMARY SCHOOL** (No. on roll: 190: 5-9 years)
Wesley Road, Leeds LS12 1SR (Telephone: Leeds 639292)
Headteacher: Mr. T. H. Curry
Required for Easter, 1976, a class teacher.

W.103 **PUDSEY GREENSIDE JUNIOR AND INFANT SCHOOL** (No. on roll: 260: 5-11 years)
Chapeltown, Greenside, Pudsey LS28 8NZ (Telephone: Pudsey 74509)
Headteacher: Mr. T. Benstead
Readvertisement
Required for Easter, 1976, a teacher for a mixed-ability class of lower junior children (7-8-year-olds).
Applicants should have an interest in Music and the ability to play the piano and recorder would be useful. An interest in games would be advantageous but is not essential.
Previous applicants for the post (reference No. W.1067) are asked to indicate, in writing, if they wish their applications to be reconsidered.

W.104 **PUDSEY LOWTOWN JUNIOR AND INFANT SCHOOL** (No. on roll: 278: 5-11 years)
Kent Road, Lowtown, Pudsey LS28 9BB (Telephone: Pudsey 67303)
Headteacher: Mrs. A. E. Broadhead
Required for Easter, 1976, a teacher to work in a team teaching situation with children of lower junior age.
Intending applicants who would like further information are asked to contact the headteacher.

E.96 **ABERFORD C. OF E. JUNIOR AND INFANT SCHOOL** (No. on Roll: 125 (5-11 years))
Aberford, Leeds LS25 3DA (Telephone: Aberford 302)
Headteacher, Mr. J. Cowell
Required for 1st May, 1976: teacher, experienced if possible, for the lower junior class which has an age range of 7-9 years. Music, with the ability to play the piano, desirable. The ability to offer French would be an advantage.

MIDDLE SCHOOLS

SECOND MISTRESS

E.97 **OSMONDTHORPE MIDDLE SCHOOL** (No. on Roll: 677 (9-13 years))
Wykebeck Mount, Leeds LS9 0JG (Telephone: Leeds 646987)
Headteacher: Mrs. M. Stead
Required for September, 1976: SECOND MISTRESS (Salary: Deputy Headteacher Group 8). The successful candidate will have considerable experience and will be able to take a full share in the day-to-day running of a middle school. She will have insight into the problems of both staff and children, and be capable of helping to formulate the future philosophy and policy of the school.

SCALE 3 POST

E.98 **NORTH FARM MIDDLE SCHOOL** (No. on Roll: 619 (9-13 years))
Thorn Walk, Leeds LS8 3LW (Telephone: Leeds 657441)
Headteacher: Mrs. M. A. Wynne
Required for September, 1976: Head of English Department and Librarian. The successful candidate will be responsible for a fourth-year mixed-ability class and for leading and advising on, the teaching of English throughout the school. He/she will also be responsible for the care and development of the school library. The school is designated one of Social Priority.

HIGH/SECONDARY SCHOOLS

DEPUTY HEADTEACHER

E 99 **AGNES STEWART C. OF E. (AIDED) HIGH SCHOOL** (No. on Roll: 610 (13-18 years))
Cromwell Street, Leeds LS9 7SG (Telephone: Leeds 455554)
Headteacher: Mr. G. B. Ranson
The Governors invite applications from experienced teachers who are communicant members of the Church of England for the post of Deputy Headteacher of this Group 10 school. This is a seven-form entry church-aided comprehensive school which serves the City of Leeds. Courses leading to C.S.E. (all modes), 16+, G.C.E. 'O' and 'A' level and C.E.E. are established. There is a developing sixth form. The person appointed will be expected to be responsible for the welfare of girls and to take an active part in the formulation and implementation of school policy working with the Headteacher and the Deputy Headmaster. Prospective candidates may obtain application forms and full details from the Headteacher, enclosing S.A.E. Completed applications should be returned to Mr. F. Fleetwood, Clerk to the Governors, 35 Nook Road, Scholes, Leeds, not later than 20th February, 1976.

SECOND MASTER/MISTRESS

S.89 **MORLEY HIGH SCHOOL** (No. on roll, 1,050)
Fountain Street, Morley, Leeds LS27 0PD (Telephone Leeds 532952)
Headteacher, Mr. J. R. Carr, M.A.
Required for September, 1976, SECOND MASTER/MISTRESS (Deputy Head Scale Group 12). The person appointed will be responsible for Upper or Lower School and be a member of the team of Senior Staff sharing curriculum, pastoral and administrative responsibilities. The School was, prior to September, 1975, a selective co-educational grammar school. It is estimated that the ultimate number on roll will be over 1,300.
Application forms and further details from the Headteacher, to whom completed forms should be returned within two weeks of the appearance of this advertisement.

SCALE 4 POST

S.90 **MORLEY HIGH SCHOOL** (No. on roll: 1,050)
Fountain Street, Morley, Leeds LS27 0PD (Telephone: Leeds 532952)
Headteacher: Mr. J. R. Carr, M.A.
Required for September, 1976, HEAD OF HOME ECONOMICS, Scale 4, to be responsible for the teaching of the subject throughout the School to G.C.E. Advanced level. The School has excellent facilities for Home Economics and well-established 'O' and 'A' level courses.
Application forms and further details from the Headteacher, to whom completed forms should be returned within two weeks of the appearance of this advertisement.

SCALE 3 POST

N.E.93 **BOSTON SPA COMPREHENSIVE SCHOOL** (1,165 in years 1-4 at present)
Clifford Moor Road, Boston Spa, Wetherby, W. Yorkshire LS23 6RW (Telephone: Boston Spa 842915)
Headteacher: Mr. J. R. Hanson, M.A.
Required for September, 1976, TEACHER IN CHARGE OF MAIN SCHOOL ENGLISH. This is a new and growing purpose-built school in a rural setting 12 miles from Leeds and within easy reach of York and Harrogate. The successful candidate will be required to teach throughout the school to C.S.E., 'O' level and, eventually, 'A' level, and to work closely with the head of department on course development from the fourth year onwards, including the work with below-average pupils. Experience of, and commitment to, organizing resources is also required.
Application forms and further particulars available on receipt of a stamped addressed envelope from the Headteacher at the school.
Closing date: 23rd February, 1976.

SCALE 2 POSTS

W.105 **PUDSEY GRAMMAR SCHOOL** (No. on roll: 966: 11-18 years)
Richardshaw Lane, Pudsey LS28 7ND (Telephone: Pudsey 70278/62619)
Headteacher: Mr. F. B. Hodgson, B.Sc.
Required for September, 1976, a well-qualified teacher of BUSINESS STUDIES (Typewriting, Office Practice, Commerce) for a developing department offering these subjects in 4th, 5th and 6th years. Applicants should be willing to offer a second subject (e.g., English or Social Studies). A Scale 2 post is available for a suitably qualified and experienced candidate.
Alternatively, applications for a post of part-time teacher for Typewriting and Office Practice may be accepted.
A well-qualified person with Business/Secretarial experience would be acceptable as an instructor.

N.E.94 **BOSTON SPA COMPREHENSIVE SCHOOL** (1,165 in years 1-4 at present)
Clifford Moor Road, Boston Spa, Wetherby, W. Yorkshire LS23 6RW (Telephone: Boston Spa 842915)
Headteacher: Mr. J. R. Hanson, M.A.
Required for September, 1976, TEACHER IN CHARGE OF THE LIBRARY. This is a new and growing purpose-built school in a rural setting 12 miles from Leeds and within easy reach of York and Harrogate. The successful candidate will be required to teach throughout the school. No particular subject is required, though subjects offered should be stated. Appropriate qualifications and experience to build up the library as a major resource for all departments are essential.
Application forms and further particulars available on receipt of a stamped addressed envelope from the Headteacher at the school.
Closing date: 23rd February, 1976.

SCALE 1 POSTS

E.100 **ST. BRIGID'S R.C. GIRLS' SECONDARY SCHOOL** (No. on Roll: 476 (11-16 years))
Torre Road, Leeds LS9 7QL (Telephone: Leeds 456279)
Headteacher: Sister Helen
Required for 26th April, 1976: experienced teacher of P.E. in this girls' secondary school which is designated a middle school under the proposed scheme for the reorganization of Roman Catholic Schools. The successful applicant will also take part in the Careers scheme with fifth-year girls and in remedial work with the third years. Applications from part-time teachers will be considered.

SCALE 1 POST

W.106 **WEST LEEDS GIRLS' HIGH SCHOOL** (No. on roll: 606: 13-18 years)
Congress Mount, Leeds LS12 3DT (Telephone: Leeds 633426/7)
Headteacher: Miss M. C. McIntosh, B.A.
Required for Easter, 1976, a teacher for LATIN (Scale 1). Latin is taught throughout the school to 'O' and 'A' level of G.C.E. Candidates should have a strong second subject which should be clearly stated in applications.

N.E.95 **AINSTY INSTITUTE OF FURTHER EDUCATION**
Moorlands, Wetherby, West Yorkshire LS22 4LD (Telephone: Wetherby 2994)
Principal: Mr. D. Hunter
Required for 1st April, 1976, at H.M. Remand Centre, Thorp Arch, a full-time teacher for REMEDIAL WORK. Applicants should be qualified teachers with some experience of teaching general subjects to older pupils over a wide range of ability. They should also have experience of an interest in teaching basic literacy and numeracy skills to young adults, and a concern for the treatment of offenders. The person appointed will be directly responsible to the Education Officer of the Remand Centre and will be a member of the staff of the Ainsty Institute of Further Education. The appointment will be made on Lecturer Grade I Scale of the Burnham Further Education Report: £2,469 to £4,377.
Application forms and further details may be obtained from the Principal, Ainsty Institute, and should be returned to the Principal, by 17th February, 1976.

Junior (Sixth Form) Colleges

Heads of Department

ESSEX
COUNTY COUNCIL
Generous grants for removal, lodging and disturbance expenses are payable in approved cases, and details of the availability of housing and nursery education can be obtained at the time of application.
THE SOUTH EAST ESSEX SIXTH FORM COLLEGE
(Roll 830: all-ability students)
Runnymede Chase, Kiln Road, Thundersley, Benfleet
Tel.: South Benfleet 56111
HEAD of CRAFT DESIGN and TECHNOLOGY, Scale 5
Required for September, 1976, to develop courses to C.S.E. "O" and "A" level in DESIGN and TECHNOLOGY, as well as to sustain existing non-examination courses and generally to stimulate interest in the subjects.
TUTOR in SOCIAL STUDIES, Scale 1
Required for September, 1976, a SOCIAL SCIENCE GRADUATE (Sociology, Social Psychology or Psychology) to teach Sociology and Social Studies at all levels in an expanding Social Studies Department. There is a possibility of some Psychology teaching in the future.
Application forms and further particulars from the Principal, South East Essex Sixth Form College, Runnymede Chase, Kiln Road, Thundersley, Benfleet, Essex.

Scale 1 Posts

SHROPSHIRE
EDUCATION COMMITTEE
NEW COLLEGE
King Street, Wellington, Telford Shropshire
(Co-educational Sixth Form College)
Temporary one-term vacancy for TEACHER of GEOGRAPHY for the Summer Term, 1976.
Further details from the Principal, New College, King Street, Telford. (Telford 3893/5.)

HAMPSHIRE

NORTH-EAST AREA

Grange Special School, Croft Road, Aldershot, Hampshire.

Required for The Autumn Term, 1976:—

HEAD TEACHER–GROUP 4 (S)

Applications are invited for the post of Head Teacher at this E.S.N.(S) School which is for children in the age range of 5 to 16 years.

Details and forms of application obtainable on submission of a foolscap, stamped, addressed envelope from:—

Area Education Officer,
Crossways,
Boundary Road,
Farnborough,
Hampshire.

Closing date 1st March, 1976.

MEADOWS SCHOOL - SOUTHBOROUGH, KENT

DEPUTY PRINCIPAL (EDUCATION)

Burnham 4S + *Extraneous Duties Allowance*

P.E. TEACHER

Burnham 1 + *Special Schools Allowance + Extraneous Duties Allowance (where appropriate)*

This residential school accommodates 45 ESN/maladjusted boys aged 10-16, who come from socially disadvantaged and deprived environments.

The Deputy Principal will be responsible to the Principal for the organisation and management of the education programme and will be expected to contribute to the overall work of the school. This is a demanding post and considerable enthusiasm, drive and skill in this field are required.

The Teacher should preferably be qualified in P.E. There is much scope for development of P.E. activities in the school, although the person appointed would contribute to other areas of the education programme.

Previous experience in a residential school an advantage and applicants should have a sympathetic understanding of the problems of ESN/maladjusted boys.

Housing available for single or married applicants.

Applications to: Divisional Children's Officer, London Division, Tanners Lane, Barkingside, Ilford, Essex. Tel.: 01-551 0011.

Enquiries to: The Principal. Tel: Southborough 28618.

Barnardo's

Special Education

Headships

HOUNSLOW
(London Borough of)
EDUCATION COMMITTEE
Education Office, The Civic Centre, Lampton Road, Hounslow
Required for Summer Term HEAD TEACHER Group 6S ... to £6,672 plus London Allowance £267.
SPECIAL SCHOOL ... Head Teacher required ... new purpose built school ... maladjusted pupils ... 16 years, to be opened ... ber, 1976. The school ... for non-communicators ... facilities and supporting ... successful candidate will be ... sible for the campus ... eventually have a boarding ... all places. The Authority ... ing an experienced teacher ... Diploma in the Education of ... justed Children. An ... non-communicators ... essential would be welcome.
It is hoped that ... can be made in time ... successful candidate to take ... the appointment ... the selection of children ... school.
Closing date 20 February.
The Education Committee ... power to consider applications ... experienced teachers ... towards removal, ... separation expenses.
Application forms ... addressed envelope) from ... signed, which should be ... as soon as possible.
P. J. Lee, Director of ...

SOUTHPORT
SCHOOL FOR THE PARTIALLY HEARING
Lancaster Road, Birkdale
APPOINTMENT OF PRINCIPAL
The above post falls vacant 1st September, 1976, on ... ment of the present ...
This Non-Maintained Special School caters ... Junior and Senior children ...
Burnham Scale, Group ... plus special responsibility ... ance and residential ...
Applicants, who must ... qualification, should apply ... to the Chairman at the address, giving names ... of 2 referees, not later ... February, 1976.

SPECIAL EDUCATION
Headships ... continued

WARWICKSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
ALDERMAN DEEPS DAY SPECIAL SCHOOL E.S.N.(M)
Coventry Road, Nuneaton
APPOINTMENT OF HEAD ... Group 7(S)
Applications are invited from suitably qualified and experienced TEACHERS for the post of Head of this ... special school ... and girls, aged ... with effect ... 1976.
Application forms ... the undersigned ... details are ... pleted forms ... turned by 20th ... stamped addressed envelope.
J. L. Ridgway, ... cation Officer, ... Street, Warwick.

Deputy Headships Senior Masters/Mistresses

DORSET
MONTACUTE SCHOOL (E.S.N.(S)) GROUP 5(S)
3 Canford Heath Road, Poole
(No. on roll 90 ... range 3-16)
Required September ... DEPUTY HEAD. Interest in ... /Craft preferable. Assistance with removal and legal expenses.
Application and further details may be obtained from the Head Teacher on receipt of stamped addressed envelope.
Closing date ... February 1976.

HEREFORD AND WORCESTER
COUNTY COUNCIL
WORCESTER, ... HALL SCHOOL
Windermere ... Warndon, Worcester WR4 9JL
DEPUTY HEAD required as soon as possible or Easter for this Group 6(S) ... School for delicate and physically handicapped children. An interest in Music would be an advantage.
Application forms available from and returnable to the Head at the school on receipt of a stamped addressed envelope (foolscap).

HERTFORDSHIRE
COUNTY COUNCIL
EAST HERTS DIVISION
AMWELL VIEW SCHOOL
E.S.N. (S)
(Group 5S plus £141 outer London allowance)
Stanstead Abbotts, Nr. Ware
(Number on roll 80, age range 3 to 16)
DEPUTY HEAD required in April if possible but September applicants will be considered.)
Applications are invited from experienced teachers for this post at this ... school for severely ... There is a possibility that a house may be available from ... the total ... required.
Application forms and further particulars regarding the post may be obtained from the Divisional Education Officer, Scott House, Hagsdell Road, Hertford SG13 8BQ.

HUMBERSIDE
EDUCATION DEPARTMENT
EAST RIDING DIVISION
ETTON PASTURE SCHOOL
Dalton Holme, Beverley
E.S.N. (M)
Group 7 (S)
Applications are invited from suitably qualified and experienced TEACHERS for the post as SECOND MISTRESS at the above school to commence duty ...
The school is a new purpose built day/boarding special school for 160 slow learning pupils aged 5 to 16 years.
Application forms and further details are available from the Headmaster at the school to whom completed forms should be returned by February 1976.

ISLE OF WIGHT
COUNTY COUNCIL
WATERGATE SCHOOL
Newport
(Group 8(S). 158 on roll)
DEPUTY HEADTEACHER required in September for this developing day special school, which has provision for children aged 2 to 16 years, with a variety of handicaps, including ESN(M) and PH. Qualifications and experience required on any sector of special education appropriate to the needs of secondary aged children with learning difficulties.
Generous scheme of resettlement grants
Application form and further details from County Education Officer, County Hall, Newport, Isle of Wight, PO30 1UD.

PERIPATETIC ADVISORY REMEDIAL TEACHER

Burnham Scale 3 required as soon as possible.

Applications are invited from teachers with good teaching experience for the above post in the Authority's Remedial Service. Specialist qualifications and experience in remedial teaching are essential.

Application forms and further particulars available from the Director of Education, Belmont House, 38 Market Square, Uxbridge, Middlesex UB8 1HA (telephone Uxbridge 38232 Ext. 275).

LONDON BOROUGH OF HILLINGDON

London Allowance Payable. 75 per cent removal expenses in appropriate cases and some assistance with temporary accommodation may be possible.

... Grants towards removal and resettlement expenses payable in approved cases.

Heads of Department

BRENT
(London Borough of)
TYLNEY HALL RESIDENTIAL SPECIAL SCHOOL
Rotherwick, near Basingstoke, Hants. RG27 9AZ
(For mildly maladjusted or mildly delicate Senior Boys 11 to 16, roll 120)
Required from Summer Term:
HEAD of SCIENCE (Scale 2S). Excellent facilities. Single or married accommodation may be available. An extraneous duties allowance is payable. For suitably experienced applicants this post may be Scale 3S, combining the role of Second Senior Master who has shared responsibilities for overall supervision of the school in the evening and at weekends.
Further details from the Headmaster. Telephone 025-672 2203.
For permanent appointments the Authority has a scheme for assistance with removal expenses including legal fees, etc., travelling and lodging allowances. Candidates should apply by letter to the Head of the school giving age, present post, qualifications, experience and referees, within seven days.

ST. HELENS
BOROUGH COUNCIL
EDUCATION COMMITTEE
PENKFORD SPECIAL SCHOOL
Newton-le-Willows
Applications are invited for the post of HEAD of DEPARTMENT (Scale 3 (S)), with responsibility for Middle School curriculum development and co-ordination of out-of-school activities, required for April or September 1976.
Experience in E.S.N. (M) work essential and preference given to holder of recognised qualification in this field. Ability to help with boys' athletic activities an advantage.
Further details of this post together with a form of application are available from the Director of Education, Education Department, Century House, Hardshaw Street, St. Helens, Merseyside, to whom completed form should be returned by Monday, 16th February, 1976, at the latest.

Other Posts on Scale 2 and above

BARKING
(London Borough of)
CASTLE SCHOOL
(Roll 69)
Required April, 1976, TEACHER to take charge of the SPECIAL CARE UNIT at this integrated E.S.N./S.S.N. school with an age range of 5-16 years. Ten children at present in the Special Care Unit. Scale 2(S). Visitors to the school welcome. (Telephone No. 01-592 2730). London Addition £351 per annum. Reimbursement of removal expenses in approved cases.
Application forms (stamped addressed envelope) available from Chief Education Officer, Town Hall, Barking, Essex, returnable by ... February, 1976.

Education Department
Teaching Vacancies

SPECIAL EDUCATION

REMEDIAL EDUCATION SERVICE

Required for Easter—

Peripatetic Teacher

Scale 2,

to work with small groups of primary school pupils in their own schools, who have reading and other learning difficulties.
Applicants should have a sound experience of the teaching of reading and an additional specialist qualification would be an advantage.
Application forms (s.a.e. please) are available from the Chief Education Officer, Education Department, Municipal Offices, Manchester Old Road, Middleton, Manchester M24 4EA, to whom they should be returned by Monday, 23rd February, 1976.

Metropolitan Borough of Rochdale

London Borough of RICHMOND UPON THAMES

BUCKINGHAM SCHOOL
(Senior Day Maladjusted—mixed)
Buckingham Road, Hampton, Middlesex
Applications are invited for the post of

Deputy Headteacher

of this new school for 50 pupils which is due to open later in the year.
Salary Group 4 (S) plus Outer London Allowance (£267).
Forms and further particulars from D. Naismith, Director of Education, Regal House, London Road, Twickenham, TW1 3QB, returnable by Wednesday, 18th February, 1976.

SPECIAL EDUCATION
Scale 2 Posts
continued

Scale 1 Posts

SURREY COUNTY COUNCIL

- FRINGE AREA LONDON ALLOWANCE £141 p.a. THROUGHOUT THE COUNTY.
- Generous relocation expenses in approved cases.
- Some District Councils may be able to provide housing accommodation for teachers.

The Farmstead School, Long Grove Hospital, Epsom

HEADSHIP

Applications are invited from suitably qualified and experienced teachers for the post, which will be vacant from 1st September 1976, following the retirement of the present Head.

The Farmstead School caters for approximately 30 seriously disturbed adolescent patients receiving treatment at Long Grove Hospital.

Applicants should have good general teaching experience, preferably with maladjusted children, and the possession of a Diploma in teaching handicapped children would be an advantage. Salary within scale for Head of Group 3 (S) School.

Further details and application forms available from the County Education Officer, County Hall, Kingston upon Thames KT1 2DJ. (Ref. HC/GCA). The Head of the school would welcome enquiries.

Tel. Epsom 22939.

Brooklands School, Reigate

An Assistant Teacher is required at this purpose-built school for 40 ESN (S) children in the age-range 5-16 years. Scale 1 plus Special Schools addition of £351 p.a. Application forms and further details from the Headmistress.

Tel. Reigate 49741.

Claybourne School, Addlestone (ESN (M))

A Teacher is required for a class of slow learners aged 12-13. Salary Scale 1 plus Special Schools addition, but scaled post available for suitable applicant.

Application forms and further details from the Headmaster.

Tel. Chertsey 62328.

Dovers Green School, Reigate
Pyrcroft School, Chertsey

Suitably qualified and experienced teachers required to take charge of integrated units for 10 physically handicapped children to be opened at the above schools in September 1976. Salary Scale 2.

Further details and application forms available from the County Education Officer, County Hall, Kingston upon Thames KT1 2DJ. (Ref. HC/GCA).

Ellen Terry School, Wray Park Road, Reigate

An Assistant Teacher is required at this school for ESN (S) children with impaired vision. Salary Scale 1 plus Special Schools addition of £351 p.a.

Application forms and further details available from the Head.

Tel. Reigate 49069.

Nutfield Priory School, Nutfield, Redhill

Two Assistant Teachers required at this boarding school for some 80 severely deaf boys and girls.

(1) Appointment from commencement of Summer term 1976 if possible, to teach GEOGRAPHY/ENGLISH (mainly at remedial level). Qualified teacher of the deaf preferred, but enthusiastic teacher willing to obtain necessary qualifications would be considered.

(2) Appointment from commencement of Autumn term 1976. Qualified teacher of the deaf required to teach MATHEMATICS and ENGLISH.

Salaries within Scale 1 plus Special Schools addition, plus allowance for extraneous duties of up to 15 hours per week, currently £740 p.a. but under review. Accommodation for single persons available.

Application forms and further details available from the Headmaster.

Tel. Nutfield Ridge 2257.

The Ridgeway School, Farnham

An Assistant Teacher is required at this school for ESN (S) children to take the Nursery group. Salary Scale 1 plus Special Schools addition of £351 p.a.

Application forms and further details from the Head.

Tel. Farnham 24562.

Temple Court School, Guildford

A teacher is required at this purpose-built school for 150 slow learning boys and girls in the age-range 5-16 years. The successful candidate would be asked either to offer a creative and integrated area of learning in a workshop setting to a small group of boys aged 5-16 years or to teach a class of junior aged children. Salary Scale 1, plus Special Schools addition, but scaled post available for suitable candidate.

Application forms and further details available from the Headmaster.

Tel. Guildford 69873.

Education Department

Special Schools

Amblecote School, Fairbourne Avenue, Birmingham B44 9AN

Required after Easter—fully qualified teacher of HOME ECONOMICS. A scale 2 post may be available. Please contact the school for further details, or to arrange a visit—Telephone 021-357 2466.

Braidwood School for the Deaf and Partially Hearing, Perry Common Road, Birmingham, B23 7AT. Tel: 021 373 5558.

Applications are invited from teachers of the Deaf and teachers interested in training to teach the deaf for 4 posts in the above well equipped school.

(a) Secondary Department: 2 posts will be available. An interest in GENERAL SCIENCE or ART would be an advantage.

(b) Primary Department: An interest in ART/CRAFT would be helpful.

(c) Nursery Department: An interest in a team approach is essential.

The school offers excellent opportunities for "In-Service" training for those wishing to qualify to teach the deaf.

Salaries will be paid in accordance with the Burnham Scale for Special Schools, and Scale 2S posts may be available for Qualified Teachers of the Deaf with suitable experience.

Applicants for any of the posts should write or telephone to the Head Teacher for the necessary forms, which should be returned as soon as possible.

St. Francis Residential School, Monyhull Hall Road, Birmingham, B30 3QA.

Applications are invited for the following post at the above school, which accommodates 152 ESN/Maladjusted children, most of whom have additional handicaps. The vacancy is for April 1976:—

Resident Housemaster or Housemistress—The teacher appointed will be in charge of a Home accommodating 23 Senior Girls (ages 10-16) and will work in the school with children in the age group 12-14. Accommodation comprises of three-bedroomed house with garage, the charge for which is £251 p.a. inclusive of rates. Salary—Burnham Scale 1, or 2 (according to qualifications) with Special School allowance plus £150 p.a. Responsibility allowance and £920 p.a. for extraneous duties.

Application forms and further details may be obtained from the Headmaster, Mr. S. Arnold, M.Ed., B.A. Telephone 021-444 5211/2. Preliminary visits to the school would be very welcome.

There is a scheme for assistance with removal expenses.

BIRMINGHAM

Classics
Heads of Department

English
Heads of Department

Independent Schools
Headships

Deputy Headships Senior Masters/Mistresses

By Subject Classification

Art and Design
Heads of Department

Other Assistants

Commercial Subjects

Domestic Subjects

Economics

Geography
Heads of Department

Other Assistants

EDINBURGH MERCHANT COMPANY SCHOOLS

DANIEL STEWART'S AND MELVILLE COLLEGE

PRINCIPAL

The Merchant Company Education Board invites applications for the post of PRINCIPAL of DANIEL STEWART'S and MELVILLE COLLEGE, from the beginning of Session 1976-77 (August 24th, 1976), or as soon as possible thereafter. The successful applicant will be expected to take up duty not later than January, 1977.

Daniel Stewart's and Melville College is presently a grant-aided School and will become independent over a six year period from Session 1976-77. The former Principal was a member of the Headmasters' Conference. The School presently has 1,400 boys, aged 5 to 18, including a number of boarders. Full particulars of the post may be obtained from The Merchants' Hall together with a Form of Abstract.

The closing date for receipt of applications and completed Abstracts is 31st March, 1976.

WILLIAM McDONALD, J.P., C.A., Secretary of The Merchant Company, The Merchants' Hall, 22 Hanover Street, Edinburgh, EH2 2EP.

INDEPENDENT
Geography
continued

YORKSHIRE

SILCOATES SCHOOL
Wrenthorpe, Wakefield WF2 0PD
(H.M.C. 380 boarding and day boys : 8 to 19)

Required for September, 1976 : Graduate ASSISTANT to teach GEOGRAPHY throughout the School, including some Sixth Form work. Ability to teach a subsidiary subject would be an advantage.

The post is non-resident, and the person appointed will be expected to play a full part in the outside activities of the school.

Salary on Scale 1 or 2, dependent on qualifications and experience. Applications to Headmaster with names of two referees.

History

Heads of Department

CUMBRIA

SEDBERGH SCHOOL

HEAD of HISTORY required for September. As well as teaching History at all levels of the school the successful candidate might well have the opportunity of helping with University guidance in all subjects and holding tutorials for all University scholarship candidates. He could also be involved in the development of General Studies and curricular planning.

Apply to The Headmaster, Sedbergh School, Sedbergh, Cumbria, enclosing curriculum vitae, the names of three referees and a letter stating the reasons for the application.

HERTFORDSHIRE

BERKHAMSTED SCHOOL FOR GIRLS
Kings Road, Berkhamsted, Hertfordshire

Required for September, or earlier, well qualified GRADUATE as HEAD of HISTORY DEPARTMENT to teach to University Entrance standard. Willingness to take charge of Careers guidance an advantage. ...

SUSSEX

EASTBOURNE COLLEGE

HEAD of HISTORY required for September. Own salary scale. Accommodation available.

Details from the Headmaster. Please include the names of two referees with curriculum vitae by 11th February, 1976.

...Independent Boarding/Day School 430 girls

Required for September, 1976, young GRADUATE to organise the teaching of HISTORY throughout the school.

Salary Burnham Scale. Accommodation available, which might suit married couple wishing to run Boarding House of 30 girls.

Applications in writing, with curriculum vitae and names of two referees, to the Headmaster.

Educational Appointments

COLLEGE OF TECHNOLOGY

Applications are invited for the undermentioned posts tenable from 1st September 1976.

1. Faculty of Technology

Head of Department of Construction, Grade III/IV

The post involves responsibility for the administration and control of a large department covering a wide range of construction subjects up to Institute of Building part 2 examination.

2. Faculty of Science and General Education

Head of Department of General Studies, Grade II

A new post, the person appointed will be responsible for the organisation of general and communication studies throughout the college.

3. Faculty of Business and Management Studies

Head of Department of Office Studies, Grade II

A new post, the successful applicant will be responsible for the administration and control of non-advanced courses in secretarial and office studies subjects including Certificate in Office Studies Courses, part-time secretarial and schools/college link courses.

Application forms and further details obtainable from the Principal, College of Technology, Church Street, Barnsley S70 2AN (s.a.e. please) to be returned not later than 14 days from the appearance of this advert.

BARNSLEY
Metropolitan Borough

... Manchester M13 0XT

There is a vacancy in September, 1976, in the MATHEMATICS DEPARTMENT for a SPECIALIST capable of teaching at all levels.

Applications, with full curriculum vitae and the names of two referees, should be addressed to the High Master as soon as possible.

... Ascot SL5 0JT
Tel.: 23721/3

Wanted immediately a FRENCH TEACHER resident or non-resident, to teach classes from 12 years old to "O" or "A" level if possible. Girls' boarding school, good teaching conditions, no other duties. Burnham Scale.

Apply: Headmistress, St. Mary's Convent, Ascot, Berks.

MILL HILL SCHOOL
London NW7 1QS

Required in September, a GRADUATE TEACHER of FRENCH and GERMAN to "A" and "S" level in a lively department (with some bilingue). Good games players, musicians, etc., especially welcome. Accommodation available.

Apply to the Headmaster with the names of two referees.

STRATHCLYDE REGIONAL COUNCIL
DEPARTMENT OF EDUCATION

FURTHER EDUCATION

All applicants should have relevant industrial or commercial experience where appropriate. Teacher training would be an advantage, but training will be provided on an in-service basis if necessary.

LECTURERS

BARMULLOCH COLLEGE, 106 Rye Road, Glasgow G21 3JY

Building Subjects (Carpentry and Joinery) Lect 'B'. Appropriate FTC or HNC.
English and General Studies, Lect 'B'. Degree preferably with Economics and/or Modern Studies.

MOTHERWELL TECHNICAL COLLEGE, Dalzell Drive, Motherwell ML1 2DD

Biology, Lect 'B'. Appropriate Degree.

BELL COLLEGE OF TECHNOLOGY, Almada Street, Hamilton ML3 0JB

Biological Sciences. S.L. 'A'. Honours Degree or equivalent in any of the Life Science Subjects. A specialization in either Ecology/Pollution Studies or Microbiology would be preferable.

GLASGOW COLLEGE OF BUILDING & PRINTING, 60 North Hanover Street, Glasgow G1 2BP

Building Management. Lect 'A'. Honours Degree in Building or Civil Engineering. Appropriate industrial experience.

SALARIES. The promoted post structure in FE Colleges is presently under review.

SENIOR LECTURER A	— £6,000-£6,735 (bar)-£7,716
LECTURER A	— £3,216-£6,012 (bar)-£6,495
LECTURER B	— £2,667-£4,359

Placing on salary scales will be given for relevant experience. Further details and application forms may be obtained from and should be returned to the Principal of the College concerned by February 20, 1976. EDWARD MILLER, Director of Education.

Physical Education

BRISTOL

COLSTON'S SCHOOL
(300 boys in Senior School, 200 in Preparatory School)

Required for September, 1976: PHYSICAL EDUCATION TEACHER. To take charge of the department in both the Senior and Preparatory Schools.

Ability to help with games and willingness to become a resident House Tutor in the Senior School essential. The post carries a Burnham Scale 1 salary in addition to a special Colston's School allowance and free board and accommodation during term time.

The school is looking for an energetic young man, possibly straight from college or university.

Applications with a full curriculum vitae and names of two referees to the Headmaster, Colston's School, Stapleton, Bristol BS16 1BJ.

CANTERBURY

KENT COLLEGE
(Direct Grant, becoming Independent)

Required in September, a MASTER to be responsible for boys' PHYSICAL EDUCATION. A good games player is required for this post, especially of rugby and hockey. Candidates should state what other subject they can teach. Resident accommodation available for bachelor. Salary above Burnham. D.E.S. superannuation.

Apply to the Headmaster giving details of qualifications and names of referees.

DORSET

CANFORD SCHOOL

There will be a vacancy in September, 1976, for a MASTER to teach a combination of PHYSICAL EDUCATION and ART. He should have an interest in painting and craftsmanship in the widest sense, and be able to fire the enthusiasm of the boys. He should also be a qualified Physical Education Instructor. A well equipped Art School and ...

Science

Heads of Department

Pastoral

Religious Education

Speech and Drama

Other than by Subject Classification

Heads of Department

...Salary Houghton plus Framlingham Allowance.

Applications to Headmaster, Pryor House, with two referees.

...Apply immediately to the Headmistress giving the names of two referees.

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The Times Educational Supplement can help you sell your product. Over 600,000* people read the TES every week and you can reach them cheaply too. Call our Advertisement department.

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THE TIMES EDUCATIONAL SUPPLEMENT
*NOP Readership survey 1974.

INDEPENDENT continued

Other Assistants

Preparatory Schools

Headships

Modern Languages

By Subject Classification

English

Mathematics

Heads of Department

Other Assistants

Other Assistants

Pastoral

Physical Education

Science

Music

Heads of Department

Other than by Subject Classification

Heads of Department

Other Assistants

NEW PARK SCHOOL
ST. ANDREWS

HEADMASTER

Boys Preparatory School

The Directors of New Park School for Boys St. Andrews Limited invite applications for the post of Headmaster which will shortly become vacant.

The post offers excellent prospects. Applicants are expected to be between the ages of 35 and 50, preferably married.

Initial inquiries should be addressed no later than February 21, 1976, to the Secretaries, 12 St. Catherine Street, Cupar, Fife, under reference K, when further details will be provided.

LINCOLNSHIRE

GENERAL SUBJECTS TEACHER required in September. Subjects by arrangement but some Junior French desirable. Opportunity to help with 1st XV if required. Pleasant country town, good amenities.

Apply giving names of two referees to: The Headmaster, St. Hugh's School, Woodhall Spa, Lincs.

CYNGOR SIR
GWYNEDD
COUNTY COUNCIL

GWYNEDD TECHNICAL COLLEGE

A Lecturer Grade II
in Electrical & Electronic Engineering subjects

is required to commence in the Summer Term 26th April, 1976

Candidates should have a University Degree, qualification as a teacher, and preferably previous experience with ONC/OND and HNC Courses. Salary will be in accordance with the Burnham (F.E.) Report, £3,279-£5,493. Application forms and further particulars available from the Principal, Gwynedd Technical College, Bangor, to whom they should be returned by Friday, 13th February, 1976.

Tecwyn Ellis.
Director of Education

CITY OF MANCHESTER
EDUCATION COMMITTEE

OPENSHAW TECHNICAL COLLEGE

LECTURER GRADE I

to teach Horological subjects (Technical and practical) leading to the qualifying examinations of the British Horological Institute, together with assistance in allied Jewellery subjects.

Candidates should be suitably qualified and have current practical experience in servicing and repair of modern timekeeping mechanisms.

Salary scale £2,469-£4,377.

Application form and further information can be obtained from the Principal, Openshaw Technical College, Whitworth Street, Manchester, to be returned not later than 23rd February, 1976.

LANCASHIRE COUNTY COUNCIL

BLACKPOOL COLLEGE OF TECHNOLOGY AND ART
Ashfield Road, Bispham, Blackpool

DEPUTY VICE-PRINCIPAL
(Head of Department V)

Details on application.
Salary: Head of Department Grade V.
Further details and Application Form from:
The Principal.

HERTFORDSHIRE COUNTY COUNCIL
HERTFORDSHIRE COLLEGE OF BUILDING
ST. ALBANS

Applications are invited for the post of

Principal

of the College which will become vacant on 1st September, 1976, on the retirement of the present Principal, Mr N. Parker O.B.E.

The College, which is the County centre for all education related to the construction industry, offers a considerable range of courses in this field and attracts students from a wide area. Applicants for the post should be well qualified at graduate or graduate equivalent level. They should have had good experience in the construction industry or in an allied profession, together with substantial related educational experience including the exercise of administrative responsibility. The salary group under the current Burnham Further Education Report is 4.

Further details are available from the County Education Officer (Ref. GHM) County Hall, Hertford SG13 8DF, to whom applications should be submitted by 20th February, 1976.

CLWYD AND GWYNEDD EDUCATION AUTHORITIES
LLANDRILLO TECHNICAL COLLEGE
Colwyn Bay

Principal

Applications are invited from appropriately qualified persons for the post of Principal of this College which is situated on the coast, mid-way between Colwyn Bay and Llandudno and on the borders of the Counties of Clwyd and Gwynedd.
The College is administered jointly by the two Authorities.
The present Principal will retire at the end of August but it is hoped that the successful candidate can take up duties as from 1st May, 1976.
The present building was opened in 1964 but has subsequently been extended appreciably. It houses four main Departments—Engineering, Construction and Science; Commerce and Liberal Studies; Hotel-keeping and Catering; and Fashion and Health.
Salary: Group 4 College.
Further particulars and application forms may be obtained from the Director of Education, Education Department, Shire Hall, Mold, Clwyd.
Completed applications should be returned by 13th February, 1976.

HERTFORDSHIRE COUNTY COUNCIL
STEVENAGE COLLEGE OF FURTHER EDUCATION
Monkswood Way, Stevenage
EAST HERTS COLLEGE OF FURTHER EDUCATION
Turnford, Broxbourne

Applications are invited from suitably qualified graduates for the posts of

PRINCIPAL
of the above Colleges

These posts offer a good deal of scope to candidates with particular interest in the development of further education. The salary group for both Colleges under the 1975 Burnham Further Education Report is 5.
The post of Principal at the Stevenage College is now vacant and it is hoped that the successful candidate will take up the appointment as soon as possible. The College is housed in modern buildings on a site near the town centre.
The post of Principal at the East Herts College will be vacant from 1 September 1976 and it is hoped that the successful candidate will take up the appointment as soon as possible after that date. The College is housed in modern buildings in the Turnford area of Broxbourne, close to the A10.
Further details of both posts are available from the County Education Officer (Ref: GHM), County Hall, Hertford SG13 8DF, to whom applications should be submitted by 27 February. Would applicants please state whether they wish to be considered for either or both posts.

PREPARATORY
Other Assistants
continued

Colleges of Further Education

Directors and Principals

Heads of Department

Other Appointments

CITY OF BATH TECHNICAL COLLEGE

Principal: C. A. Thompson, B.Sc., Dip.Ed.

Applications are invited for the post of

HEAD OF DEPARTMENT
OF
CONSTRUCTION INDUSTRIES
(Grade III—£6,231-£7,023)

from 1st September, 1976, because of the retirement of the present Head on the 31st August, 1976.

Application forms and further particulars are available from the Principal, Avon Street, Bath, Avon, BA1 1UP.

HEREFORD AND WORCESTER COUNTY COUNCIL
WORCESTER TECHNICAL COLLEGE
Deansway Worcester

HEAD OF DEPARTMENT OF CATERING (GRADE III)

Required from 1st September, 1976.
Applications are invited from suitably qualified candidates.
Salary in accordance with Head of Department III Scale (Burnham Further Education Salaries Document 1975). (£6,231 to £7,023.)
Application forms and further particulars may be obtained from the Chief Administrative Officer, Worcester Technical College, Deansway, Worcester, to be returned by 16th February, 1976.

Education Department
West Nottinghamshire Technical College, Mansfield

Applications are invited for the following post vacant on the 1st September, 1976.

Head of Department of Business Studies & Management Grade III

Applicants should possess a degree in an appropriate discipline and preferably a professional qualification, have good experience in business, industry or the professions and held a senior post in Further Education.
An interest in, and experience of, first line management courses, particularly in the production field, would be an added advantage.
Application forms, together with further particulars, may be obtained from and should be returned within 14 days of the appearance of this advertisement, to:— The Principal, West Nottinghamshire Technical College, Derby Road, Mansfield, Notts. NG18 5BH.

Nottinghamshire County Council

Crewe+Alsager College
of Higher Education

(Director—Miss B. P. R. Ward, M.Ed., F.R.S.A)

Head of Drama

This is a key post in a new College with recently approved, and projected, Dip.H.E. and Degree courses.

Salary: Principal Lectureship range
£5,940-£6,642 (Bar)—£7,578

Further particulars and application forms may be obtained from

The Deputy Director
Crewe + Alsager College
of Higher Education,
Alsager, Stoke-on-Trent, S17 2HL,

to whom they should be returned by 23rd February. Requests for application forms will not be acknowledged unless accompanied by a stamped addressed envelope.

FOLK UNIVERSITY OF SWEDEN

English Teaching Posts in Sweden

The Extra-Mural Department of Lund University has vacancies for teachers of English in towns in Southern Sweden for the academic year 1976-77 from 20th July, 1976, to 1st June, 1977.

22 academic hours teaching per week.
4 weeks' paid holiday.
2,030 Swedish crowns (approximately £230) per month tax free. Return fares paid.

The posts involve teaching English to small groups of adults and in some cases a few hours per week of assistant teaching in Swedish State Schools. No previous knowledge of Swedish is required as all teaching is done in English. A five week course to help familiarise new teachers with methods and material will be held in Malmö from 26th July to 31st August 1976.

Applicants must be either trained primary or post-primary teachers with full-time teaching experience or graduates with full-time teaching experience. Graduates without teaching experience cannot be considered. All applicants must be normally resident in the United Kingdom and should be between 23 and 40 years of age. The posts are NOT suitable for married couples with children.

Interviews will be held in Britain in late March-early April, 1976. Applications close 12th March, 1976. For further information and application forms please send POSTCARD only to:

Kursverksamheten vid Lunds Universitet,
English Centre, Stortorget 8,
S-211 34 MALMO, Sweden

ST ANNE'S COLLEGE, OXFORD

LECTURESHIP in ECONOMICS

The College wishes to appoint, with effect from October 1, 1976, a Lecturer in Economics to teach 10 hours a week. The appointment, which is open to men and women, will be for two years in the first instance and is renewable.

Further particulars may be obtained from the Principal to whom applications, including the names of two referees, should be sent by February 28, 1976.

Buckinghamshire County Council

AMERSHAM COLLEGE OF FURTHER EDUCATION AND ART

Lecturer II (Course Tutor)

for PRELIMINARY RESIDENTIAL CARE COURSE

The above post is available from 1st September, 1976. Applicants should have qualifications in Residential Social Work and/or Nursery/Infant Education. Experience in Further Education desirable.

Salary scale £3,279 to £5,493, starting point dependent on previous teaching or industrial experience. A 'fringe' allowance of £141 is payable. In certain circumstances removal and lodging expenses are allowed.

Further particulars and forms (quote ref. HM/PRC/1/76) are available from The Principal, Amersham College of Further Education and Art, Stanley Hill, Amersham, Bucks. HP7 9HN, to whom completed forms should be returned within 14 days of the appearance of this advertisement.

Lancashire
County Council

Blackpool College of Technology and Art

Re-Advertisement

HEAD OF ART

(Grade V)

Details of this September vacancy available from the Principal, Ashfield Road, Bispham, Blackpool, Lancashire.

COLLEGES OF FURTHER EDUCATION continued

HERTFORDSHIRE
EAST HERTS COLLEGE OF FURTHER EDUCATION
Turnford, Broxbourne
Hertfordshire EN10 6AF
Hoddesdon 66451

Applications are invited for appointment as a LECTURER I for WOMEN'S PHYSICAL EDUCATION.

Facilities for Physical Education include a floodlit sports area, gymnasium, sports field and sailing base.

In addition to normal teaching duties the person appointed will be expected to develop recreational classes for adults and promote College sports club.

Salary: in accordance with Burnham Further Education Scales for Lecturer I, £2,469 to £4,377 plus Fringe Allowance.

Application forms in respect of the above post may be obtained from the Principal to whom they should be returned within 10 days of the appearance of the advertisement.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
NORTH WEST KENT COLLEGE OF TECHNOLOGY
DEPARTMENT OF BUSINESS AND SECRETARIAL STUDIES

SENIOR LECTURER in SECRETARIAL SUBJECTS — Applications are invited for the post of Senior Lecturer in Secretarial Subjects. The successful candidate will have responsibility for the secretarial section of the Department, and will thus contribute substantially to the management of the Department. [illegible]

[illegible]

KENT
COUNTY COUNCIL
EDUCATION COMMITTEE
NORTH WEST KENT COLLEGE OF TECHNOLOGY
Dartford and Gravesend
DEPARTMENT OF ENGINEERING

[illegible]

KENT
COUNTY COUNCIL
EDUCATION COMMITTEE
NORTH WEST KENT COLLEGE OF TECHNOLOGY
Dartford and Gravesend
DEPARTMENT OF ENGINEERING

[illegible]

KINGSTON upon Thames

[illegible]

KNOWSLEY

[illegible]

LANCASHIRE

[illegible]

LANCASHIRE
EDUCATION COMMITTEE
FURTHER EDUCATION
LYTHAM ST. ANNES COLLEGE OF FURTHER EDUCATION

[illegible]

LEEDS
CITY COUNCIL
AIREDALE & WHARFEDALE COLLEGE OF FURTHER EDUCATION

[illegible]

LONDON
INNER LONDON EDUCATION AUTHORITY
WESTMINSTER COLLEGE

[illegible]

LONDON
INNER LONDON EDUCATION AUTHORITY
SOUTHWARK COLLEGE

[illegible]

LONDON
LONDON COLLEGE OF PRINTING

[illegible]

LONDON
INNER LONDON EDUCATION AUTHORITY
HAMMERSMITH AND WEST LONDON COLLEGE

[illegible]

LONDON
INNER LONDON EDUCATION AUTHORITY
HAMMERSMITH AND WEST LONDON COLLEGE

[illegible]

LONDON
INNER LONDON EDUCATION AUTHORITY
WESTMINSTER COLLEGE

[illegible]

LONDON

[illegible]

MINISTRY OF DEFENCE

Burnham Lecturer Grade 1

at the SCHOOL OF ELECTRICAL AND MECHANICAL ENGINEERING, BORDON, HANTS.

Applications are invited from suitably qualified teachers to fill this post as soon as possible.

The successful candidate will be responsible to the Senior Lecturer (Drawing and Materials Section) Engineering Science Department.

[illegible]

Application Forms. Requests for application forms should be made to the Ministry of Defence, CM(S)4(L), Room 342 Lacon House, Theobalds Road, London WC1X 8RY and completed applications should be returned no later than 1st March 1976, quoting reference AW/1393.

LONDON

[illegible]

LONDON

[illegible]

MIDDLESEX

[illegible]

NORFOLK

[illegible]

WE KNOW TEACHERS

The most effective way of reaching secondary school teachers is through The Times Educational Supplement.

Research shows that 73% of all state secondary school teachers with buying and/or recommending responsibility for Audio-Visual equipment read the TES.

So if you want to tell teachers about anything from a cassette recorder to a closed circuit television installation, use the TES.

Phone Dennis Styles in London on 01-837 1234 or Advertisement Manager in Scotland on 031-225 6875 and get all the facts and figures.

The Times Educational Supplement.

Source: Primary and Secondary Education Readership Survey, L. Harris, 1972

COLLEGES OF FURTHER EDUCATION continued

NOTTINGHAMSHIRE

[illegible]

POWYS
COUNTY COUNCIL
EDUCATION COMMITTEE

[illegible]

ROTHERHAM

[illegible]

SHROPSHIRE

[illegible]

SOUTH GLAMORGAN

[illegible]

STAFFORDSHIRE

[illegible]

SURREY

[illegible]

SUSSEX

[illegible]

WARWICKSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT

[illegible]

WARWICKSHIRE
COUNTY COUNCIL

[illegible]

WILTSHIRE
COUNTY COUNCIL

[illegible]

WIRRAL

[illegible]

Colleges and Departments of Art

CUMBRIA

[illegible]

Polytechnics

LONDON

[illegible]

MINISTRY OF DEFENCE

Burnham Lecturer Grade 1

in Physics and Mechanical Science

at the Royal School of Military Engineering Chatham, Kent

Applications are invited from suitably qualified teachers to fill this post as soon as possible.

The Royal School of Military Engineering is responsible for the training of Officers, Military Supervisory Technicians and Technical Tradesmen in Physics and Mechanical Sciences, and allied subjects.

Duties. The Lecturer appointed will be required to:

a. Instruct NCOs and potential Clerks of Works up to an academic level corresponding to the HNC in Engineering and the final examination for C & G Course 255 Mechanical Engineering Technicians in Plant Engineering.
b. Arrange and supervise laboratory work appropriate to the foregoing courses.
c. Be responsible for the day-to-day running of the Physics Laboratory, in conjunction with other members of the Laboratory Staff, and will be directly responsible to the Senior Instructor of the Science and Computer Wing.
d. Be prepared to undertake some aspects of computer programming and demonstrate applications of computers to Officer and Technician Courses.

Qualifications. The Lecturer appointed must have a university degree in Physics or Mathematics or an equivalent qualification. A practical knowledge of Computers is desirable but not essential. The Lecturer must be able to work as part of a team dealing with the following subjects:

(a) Heat and Thermo-dynamics; (b) Gas Laws; (c) Hydro-statics; (d) Statics; (e) Dynamics; (f) Kinematics; (g) Strength of Materials; (h) Mathematics.

Salary will be in accordance with the Scales for Teachers in Establishments for Further Education, i.e. £2,469-£4,377 p.a. according to qualifications and experience. A pensionable allowance of £582 p.a. will be paid for the slightly longer teaching year.

Superannuation. The appointment is superannuable under the Teachers' Superannuation Act. The successful candidate will be granted established civil servant status.

Application forms. Requests for application forms should be made to the Ministry of Defence (CM(S)4(L)), Room 342, Lacon House, Theobalds Road, London, WC1X 8RY, and completed applications should be returned no later than 1st March, 1976, quoting reference AW/1392.

RIHE

The Roehampton Institute of Higher Education is a new institution of 3,000 students and 300 staff comprising four colleges in S.W. London

DIGBY STUART COLLEGE (Roman Catholic)	SOUTHLANDS COLLEGE (Methodist)
THE FROEBEL INSTITUTE (Undenominational)	WHITELANDS COLLEGE (Church of England)

Applications are invited for the post of **HEAD OF THE EDUCATION DEPARTMENT** (Grade VI, 1975 Pelham scale, salary £8,037-£8,913) from 1st September, 1976, at **SOUTHLANDS COLLEGE.**

Internal London University degree courses are offered for the Ordinary and Honours B.Ed., and B.Humanities which may include Education. There is one University in-service Diploma course (with several others under discussion), a Post-Graduate course for 100 students, and Part II B.Ed. work covering seven disciplinary options. The target number of teacher places for the College in 1981 is 400 (1,500 for the Roehampton Institute).

Southlands is known for its concern for children with special needs and its pioneer work in multi-racial education.

Excellent qualifications in Education are required as well as successful teaching at various levels, including teacher education. Administrative experience would be an advantage. Candidates should state their specialist or particular interests.

Further particulars and application forms from the Principal, Miss M. P. Callard, B.Com. B.A.(Social Studies), Southlands College, Wimbledon Parkside, London SW19 5NN (Tel. 01-946 2234).

DUNDEE COLLEGE OF EDUCATION

Post of

Vice-Principal

Applications are invited from suitably qualified and experienced persons for appointment with effect from 1st January, 1977, to the above post.

The salary attached to the post is £10,032. Forms of application, which may be obtained together with a statement of conditions and duties from the Principal, College of Education, Gardyne Road, Dundee DD5 1NY, must be returned not later than 6th March, 1976.

JORDANHILL
COLLEGE of EDUCATION / GLASGOW

The Governors invite applications for the post of

HEAD of the ENGLISH DEPARTMENT

which is becoming vacant because of the retiral of the present occupant. The person appointed will be responsible for the training of graduate teachers of English for the secondary schools, for BEd classes at the Ordinary and Higher Ordinary levels, and for courses in English for primary teachers. The number of students working in the department in any year is likely to be over 1,000, and the person appointed will have an opportunity to make a major contribution to the quality of schools in the west of Scotland.

Candidates should possess an Honours Degree in English, and should be fully trained teachers with considerable experience of work in schools. It would be an advantage to have in addition experience of the training of English teachers. The salary for the post will be £9,180 per annum and the appointment will date from 1st September, 1976.

Further particulars and forms of application may be obtained from THE PRINCIPAL, JORDANHILL COLLEGE OF EDUCATION, SOUTHBRAE DRIVE, GLASGOW G13 1PP. Completed forms should be returned not later than Monday, 23rd February, 1976.

PLYMOUTH
COLLEGE OF ST. MARK AND ST. JOHN

History Department

Applications are invited for two posts in History:

(a) PRINCIPAL LECTURER in charge of HISTORY

Applicants should be well qualified HONOURS GRADUATES with a higher degree and research experience. The central task will be to lead a group of staff, mainly from the College with some help from Plymouth Polytechnic, in the teaching of the History course in the C.N.A.A. Humanities degree being developed jointly by the College and the Polytechnic.

Good teaching experience at degree level and the ability to lead a successful team is essential.

(b) LECTURER II

To be a member of the teaching team mentioned above and also to teach History on the present B.Ed. course. Applicants should be honours graduates, preferably with a higher degree.

In respect of candidates for either post, a special interest in some aspect of Third World History, particularly Africa or India, the History of Modern Britain, and Community Studies, would be an advantage.

Experience in schools and a lively interest in the teaching of young people is essential for at least one of these posts.

The Department provides courses for the Cert. Ed., B.Ed., B.Ed.(Hons.) and—subject to C.N.A.A. approval—Dip. H.E., B.A. and B.A.(Hons.). The appointments will be on the Pelham Scale: (a) Principal Lecturer, £5,940 to £7,578; (b) Lecturer II, £3,279 to £5,493, at the appropriate point of entry.

Further details may be obtained from the Principal, College of St. Mark and St. John, Derriford Road, Plymouth PL6 8BH, to whom letters of application should be sent as soon as possible and not later than 16th February, 1976.

BRADFORD COLLEGE

Applications are invited from suitably qualified persons for the post of

LECTURER I
IN ELECTRICAL AND ELECTRONIC ENGINEERING

within the School of Technology and Design.

Candidates are expected to hold a minimum qualification of Higher National Certificate in Electrical and Electronic Engineering. Preference will be given to persons who can offer Industrial Electronics and Electronic Principles as their main subjects. The ability to help with radio and T.V. subjects would be advantageous.

Salary scale: £2,469 to £4,377.

It is hoped that the successful applicant will commence duties as soon as possible. Further particulars and forms of application may be obtained from:

The Staffing Officer,
BRADFORD COLLEGE,
Great Horton Road,
Bradford BD7 1AY

and completed forms must be returned within 14 days of the appearance of this advertisement.

Universities

DURHAM
THE UNIVERSITY
DEPARTMENT OF EXTRA MURAL STUDIES

[illegible]

EXETER
THE UNIVERSITY
DEPARTMENT OF EXTRA-MURAL STUDIES
RESIDENT TUTOR IN NORTH DEVON

[illegible]

GLASGOW
THE UNIVERSITY
CHAIR OF MERCANTILE LAW

[illegible]

LONDON
THE UNIVERSITY
IMPERIAL COLLEGE OF SCIENCE AND TECHNOLOGY
PART-TIME TEACHER OF FRENCH

[illegible] from October to March. Experience of post "O" level language teaching essential. Salary £1,000.

Further particulars can be obtained from Professor D. D. Raphael, Academic Director of Associated Studies, Imperial College, London SW7 2AZ, to whom applications should be sent by 15th March, 1976.

LOUGHBOROUGH
UNIVERSITY OF TECHNOLOGY
MATHEMATICS LECTURER (part-time)

[illegible]

SHEFFIELD
THE UNIVERSITY
DEPARTMENT OF EXTRAMURAL STUDIES

[illegible]

SHEFFIELD
THE UNIVERSITY
DEPARTMENT OF EXTRAMURAL STUDIES

[illegible]

SHEFFIELD
THE UNIVERSITY
DIVISION OF EDUCATION

[illegible]

WALES
UNIVERSITY COLLEGE CARDIFF
DEPARTMENT OF EDUCATION

[illegible]

Applications, together with the names of two referees, should be forwarded to The Vice-Principal (Administration) and Registrar, University College, P.O. Box 78, Cardiff, CF1 1XL, from whom further particulars may be obtained. Closing date 1th March, 1976. Please quote reference 0472.

UNIVERSITY OF PETROLEUM & MINERALS
DHAHRAN, SAUDI ARABIA

invites applications for

PHYSICAL EDUCATION SPECIALISTS

to join its present faculty comprising of 16 Physical Education Specialists who offer a broad based teaching and competitive programme of fifteen sporting activities. The major games at the University are Football, Basketball, Volleyball, Handball, Table Tennis, and Swimming. Applicants should be capable of teaching some or all of these activities within the basic teaching programme. In addition, four of the applicants would be required to be responsible for the development and organization of the following programmes:

(1) A teaching and competitive table tennis programme.
(2) A broad based swimming programme.
(3) Water sports instruction—sailing, scuba, etc.
(4) Rackets sports—Squash, Tennis, Badminton.

Two teachers are required immediately; the remainder for appointment in September, 1976.

Minimum two-year renewable contract, competitive tax-free salaries plus housing, transportation to and from Dhahran each two-year tour with annual two months' paid vacation, and other benefits. Apply immediately with complete resume, indicating marital status, list of references, home and office addresses and telephone numbers to:

DEAN OF FACULTY & PERSONNEL AFFAIRS
UNIVERSITY OF PETROLEUM & MINERALS,
DHAHRAN, SAUDI ARABIA.

UNIVERSITY APPOINTMENTS

[illegible]

NEWCASTLE UPON TYNE

[illegible]

Fellowships Studentships and Research Awards

LONDON
THE UNIVERSITY
DUBLEY MEMORIAL SCHOLARSHIP

[illegible]

Colleges of Education

DERBYSHIRE
EDUCATION COMMITTEE
RURAL DOMESTIC ECONOMY

[illegible]

Further details and application forms may be obtained by writing to the Director of Education, County Offices, Matlock, Derby, to whom the completed forms should be returned as soon as possible.

Adult Education

ASSOCIATION FOR ADULT EDUCATION

[illegible]

CAMBRIDGESHIRE

[illegible]

Application forms and further details may be obtained from the Warden, M. W. Dybeck, M.A., Sawtry Village College, Fen Lane, Sawtry, Huntingdon, PE17 5TL. G. J. Davey, Senior Area Education Officer, Hinchingbrooke House, Huntingdon PE18 6NS.

EDUCATION DEPARTMENT
Lecturer Grade I
H.M. Prison, Birmingham

Re-advertisement

Applications are invited from suitably qualified and experienced persons for the new post of Lecturer Grade I at H.M. Prison, Birmingham. The person appointed will be employed by the City of Birmingham District Council on the staff of the Principal of the Aston and Handsworth Institute of Further Education to serve full-time at the Prison. He will be expected to assist the three existing full-time staff with the development of a new daytime education centre and for this purpose should be qualified in some aspect of craft education, preferably wood—and metalwork.

Salary in accordance with the Lecturer Grade I scale of the Burnham Further Education Report: £2,469-£4,377.

There is a scheme for assistance with removal expenses.

Application forms and further details may be obtained from: The Chief Education Officer, City of Birmingham Education Department, Adult Education, Youth and Community Division, Margaret Street, Birmingham B3 3BU, quoting reference AEYC/SJW to whom completed forms should be returned by Monday, 23rd February, 1976

BIRMINGHAM

SURREY COUNTY COUNCIL

Education Service at H.M. Remand Centre, Woodthorpe Road, Ashford, Middlesex

Applications are invited from qualified teachers for the following appointments to be made as soon as possible.

EDUCATION OFFICER

(Salary scale £4,896-£5,652 p.a. plus £141 London Allowance).

Duties include the overall responsibility for the Education Service of the establishment and the implementation of the Home Office educational policies.

LECTURER GRADE I

(Salary Scale £2,469-£4,377 plus £141 London Allowance).

To undertake general teaching duties.

Further details and application forms available from the Area Education Officer, 7 Monument Hill, Weybridge, Surrey KT13 8RZ. Telephone: Weybridge 52811, extension 14.

ADULT EDUCATION

[illegible]

WEA EAST MIDLAND DISTRICT

[illegible]

LONDON
INNER LONDON EDUCATION AUTHORITY

[illegible]

LONDON
INNER LONDON EDUCATION AUTHORITY
MARYLEBONE ADULT EDUCATION INSTITUTE

[illegible]

NORTH YORKSHIRE

[illegible]

Community Homes and Associated Institutions

Headships and Deputy Headships

CITY OF BIRMINGHAM
EDUCATION DEPARTMENT

[illegible]

WINCHESTER

[illegible]

Assessment Centres

OXFORDSHIRE

[illegible]

Other Appointments

CALDERDALE

[illegible]

Exciting opportunities at new Co-educational Community Home School

St. John's Community Home School, Erdington, previously a voluntary approved school for girls, has been acquired on behalf of the West Midlands Regional Planning Committee. It will re-open in May 1976 as a CO-EDUCATIONAL therapeutic group-living community catering for 35 boys and girls who need long term care, control, treatment and education, within a residential setting.

* DEPUTY PRINCIPAL
J.N.C. Group II £4437–£5850
Qualification in teaching and/or social work.

* ASSISTANT PRINCIPAL
(Second Deputy) Residential Care
J.N.C. Group II £4437–£5727
Qualification in teaching and/or social work.

* ASSISTANT PRINCIPAL
Education
Burnham Scale II £2655–£4212
Plus Approved School Allowance £564
Senior Assistant Allowance £144
Extraneous Duty Payment £879

* TEACHERS
Burnham Scale I £2253–£3744
Plus Approved School Allowance £564
Extraneous Duty Payment £879

To teach one or a combination of the following subjects, possibly to examination level: Humanities, Mathematics, English, Health Education, Art and Craft, Home Economics, Remedial Education, Commercial, Physical Education, Music, Environmental Studies, Technical (Engineering, Building, Woodwork, Technical Drawing, Painting and Decorating).

* HOUSEWARDENS
S.J.A.C. Senior Grade £2607–£3957
bar at £3282 for unqualified staff
Plus Housewarden Allowance of £216

* HOUSEMASTERS/HOUSEMISTRESSES
S.J.A.C. Senior Grade £2607–£3957
bar at £3282 for unqualified staff

* DOMESTIC BURSAR
S.J.A.C. Grade 3 £2364–£2853
+ £150 for appropriate qualification

* RESIDENTIAL CHILD CARE OFFICERS
S.J.A.C. Grade 3 £2364–£2853
+ £150 for appropriate qualification

Some accommodation is available within the main building and on the campus. Accommodation charges for resident posts are £372 p.a. Appointments can be either resident or non-resident.

INFORMAL ENQUIRIES to C. McKall, Principal, 021-235 2664

Telephone W. Gallagher - 021-235 2665 for an application form, or write as soon as possible to:

Assistant Personnel Officer
City of Birmingham Social Services Department
Snow Hill House, 10–15 Livery Street
BIRMINGHAM B3 2PB

CLOSING DATE 15th MARCH 1976

Birmingham SOCIAL SERVICES

COUNTY COUNCIL OF HEREFORD AND WORCESTER
SOCIAL SERVICES DEPARTMENT
Southern Division

St. Gilbert's Boys 'School, Hartlebury

PHYSICAL EDUCATION TEACHER

Qualified P.E. Teacher required for this residential Community School for 80 boys. This post offers an exciting challenge to a teacher who is concerned with physical education in its broadest sense. The school has a fully equipped gymnasium, full size trampoline, table-tennis hall, canoe fleet and extensive playing fields including a nine hole golf course. The successful applicant would be expected to take part in an on-going caring and counselling programme. The post could be residential or non-residential.

Salary Burnham Scale 1, plus Approved School addition £564 and Extraneous Duty allowance £879. A modern three bedroomed house in pleasant surroundings at a rental of £198.60 p.a. or single accommodation with full board in the school at £372 p.a.

Application forms from Divisional Director of Social Services, 9 St. Mary's Street, Worcester.

Informal discussions invited with Principal, Mr. L. W. Foreman, Tel. Hartlebury 481.
Closing date 20th February 1976. Ref.: NS 65/4

LONDON BOROUGH OF ENFIELD

ASSISTANT TEACHER

Required at St. Nicholas House Community Home an observation and assessment centre for 38 boys aged 10 to 17 years to teach craft subjects (in new fully equipped workshop) and to assist as necessary with general subjects.

The person appointed will contribute to the work of a team of specialists including a psychiatrist and an Educational psychologist diagnosing and assessing the needs of individual boys with a view to selecting for each boy an appropriate placement, generally in a residential setting either in a Community Home or elsewhere.

Salary—Burnham Scale 2 plus £564 per annum special responsibility allowance.

Single accommodation only available at St. Nicholas at the present time, but temporary family accommodation may be available for up to two years. Mortgage facilities, 100% removal expenses, generous assistance towards relocation costs, £10 per week lodging allowance (up to 4 months) in certain cases.

Application forms are available from the Director of Social Services, P.O. Box 59, Civic Centre, Silver Street, Enfield EN1 3XL (telephone 01-366 6565 ext. 2400/7) to be returned by 23rd February, 1976.

Informal inquiries welcomed by Mr. F. A. Davey at the Civic Centre, telephone 01-366 6565 ext. 2413, or by the Officer in Charge (Mr. Marshall) telephone 363 4821. Please quote ref. 68/169 when making any telephone or other enquiry.

JORDANHILL
COLLEGE of EDUCATION / GLASGOW

The Governors invite applications for a

LECTURESHIP Concerned with the B.ED. in PHYSICAL EDUCATION

This may be a full appointment to the staff of the Scottish School of Physical Education, or may be a joint appointment with the School and either the College Department of Education or Psychology. The person appointed will be involved in the teaching of the BEd Degree in Physical Education validated by the CNAA, and consideration will be given to candidates qualified to contribute to any of the following areas:—

(a) Recreation Management
(b) Dance and Aesthetics
(c) Research-Based Learning
(d) The Education of the Disadvantaged
(e) Educational Psychology
(f) Psychological Aspects of Guidance

If the appointment is made to the staff of SSPE, the successful candidate will be required to have a professional qualification in Physical Education. If it is a joint appointment he or she will be required to have a professional qualification in Psychology or Education, accompanied by a proven interest and ability in Physical Education.

Candidates have to be fully registered teachers or eligible for full registration with the General Teaching Council.

Other things being equal, preference would be given to candidates with the ability to contribute to practical work in Physical Education.

The salary scale for this post is: £3,216 to £6,495 with 15 points and increments of approximately £200 each.

The point at which the successful applicant will be placed on the scale will be determined in relation to his or her salary at the time of appointment. Further particulars and forms of application may be obtained from THE PRINCIPAL, JORDANHILL COLLEGE OF EDUCATION, SOUTHBRAE DRIVE, GLASGOW G13 1PP. Completed forms should be returned not later than Friday, February 27, 1976.

St. John's Community Home
Apethorpe, Near Oundle

PRINCIPAL

(£6,198-£6,822)

Required for this residential establishment providing care, treatment and education for about 60 boys aged 15-17. The County Council is committed to undertake a thorough review, with a view to upgrading the service provided by the Home, and the person appointed will be expected to play a central part in this planning and development process.

Candidates should hold a professional qualification in Social Work or teaching, and should have had considerable experience in the management of a residential establishment.

Further details are available from the Personnel Officer, County Hall, George Row, Northampton. Tel.: 34833 ext. 5237, and should be returned not later than 23rd February, 1976.

Northamptonshire Social Services

SOCIAL SERVICES DEPARTMENT
Kneesworth House School, Royston, Herts

A Community Home with educational and vocational facilities for fifty-two disturbed or delinquent boys of above average intelligence.

TEACHER/COUNSELLOR

Required from beginning of summer term to take charge of PHYSICAL EDUCATION and OUTDOOR ACTIVITIES, with some classroom work in general subjects. Equivalent of two days weekly free from teaching, to counsel a small group of boys. One of a team including Child Care Workers, a Social Worker, Consultant Psychiatrists and other Teachers.

Salary Burnham I £2,253-£3,744 plus Remand Home and Extraneous Duties Allowances of £1,443.

Accommodation available at agreed rents either in small flat or two bedroomed house—both separate from main school block.

Telephone Royston 42284/5 or call at school for informal discussion. Application forms from Director of Social Services, Castle Court, Castle Hill, Cambridge, quoting reference TCK, telephone Cambridge 58811, ext. 522.

CAMBRIDGESHIRE COUNTY COUNCIL

EDUCATION DEPARTMENT

FULL-TIME AREA YOUTH WORKER

Grade JNC Range 3 (point 3 to 7). Salary Scale £3,654-£4,128 plus £267 London Weighting. Casual User car allowance payable.

A full-time Area Youth Worker is required for the Wallington and Beddington area of the London Borough of Sutton. Primary duties at the Wallington Youth Centre, Beddington Gardens, Wallington, with close co-operation with various voluntary Youth Service agencies in the area.

Consideration may be given to assistance with removal and legal expenses and to disturbance and lodging allowances.

Application forms and further details obtainable from Director of Education, The Grove, Carshalton, Surrey, Tel: 01-669 4499, ext. 64.

LONDON BOROUGH OF SUTTON

YOUTH WORKER
£3771-£4248 p.a.

Post Ref EA 8576 (YC)/TES

A Youth Worker is required at Canterbury Avenue Youth Centre which is a purpose-built centre completed in 1968 and sited on a pre-war housing estate. It is used additionally for community activities including pre-school play group.

Applicants should be qualified in accordance with the J.N.C. Report.

Please write for an application form quoting the post reference on the envelope to the: *Staffing & Training Unit, Directorate of Educational Services, 4th Floor, Provincial House, Tyrrel Street, Bradford BD1 1NP.*

City of Bradford Metropolitan Council

Youth and Community Service

BRADFORD (City of)
SCOUT COUNCIL
[illegible]

CAMBRIDGESHIRE
HUNTINGDON AREA
COMMUNITY EDUCATION TUTOR
[illegible]

CLWYD
COUNTY COUNCIL
EDUCATION DEPARTMENT
(YOUTH SERVICE)
WREXHAM—VICTORIA YOUTH CLUB
WARDEN/FULL-TIME YOUTH LEADER
[illegible]

HAMPSHIRE
MID-HANTS AREA
MILL CHASE SCHOOL
[illegible]

NORTH-WEST AREA
JOHN HUNT OF EVEREST SCHOOL
[illegible]

KENT
COUNTY COUNCIL
EDUCATION COMMITTEE
[illegible]

... be responsible for these courses and other youth activities and work closely with careers staff.

This is an expanding school scheduled to become an Upper School in the Medway reorganization. It occupies modern buildings in a very central position.

Generous grants for removal, lodging and disturbance expenses.

Applications to the Headmaster—two referees.

LEICESTERSHIRE
GUTHLAXTON COLLEGE
FULL TIME COMMUNITY TUTOR (YOUTH)
[illegible]

LINCOLNSHIRE
EDUCATION
[illegible]

SKEGNESS YOUTH CENTRE
YOUTH WORKER
[illegible]

LONDON
INNER LONDON EDUCATION AUTHORITY
ST. PAUL WITH ST. STEPHEN YOUTH CLUB
YOUTH AND COMMUNITY WORKER
[illegible]

LONDON
INNER LONDON EDUCATION AUTHORITY
STREET AID
Covent Garden
[illegible]

... London allowance.

Assistance may be given towards household removal expenses. A flat may be available locally for rent.

Details and application forms returnable by 20 February, 1976, from the Education Officer (CEO), The County Hall, London SE1 7PB (stamped addressed foolscap envelope).

Walsall Metropolitan Borough
Education Committee

Manor Farm Comprehensive School
King George Crescent, Rushall

Director of School and Community Activities

(Senior Teacher Scale)

Manor Farm Comprehensive School opened in new buildings in 1974. The buildings are of advanced design (8 form entry size) and include a large scale provision for school and community use. The school is designated as a community school.

Applications are invited for the above post which offers exciting opportunities for a person with imagination and drive to bring together the educational opportunities offered by the school and the needs of the community which it serves.

The successful applicant—who will have opportunities to develop various aspects of the concept of community Education—will be directly responsible to the Headmaster. The appointment will be made for the beginning of the Summer Term 1976 and it is anticipated that the community activities programme will commence in September.

It is hoped that the successful candidate will be involved in the general life of the school and will be able to establish contact with pupils as well as people in the surrounding community.

Further details and application forms obtainable from the Headmaster, at the school. Completed application forms should be returned to the Headmaster at the earliest opportunity and, in any event, not later than Friday, 20th February, 1976.

NORFOLK
COUNTY COUNCIL
SURLINGHAM YOUTH AND ADULT CENTRE
[illegible]

SANDWELL
(Metropolitan Borough of)
MENZIES HIGH SCHOOL
(Clarkes Lane, West Bromwich, West Midlands B71 2BX)
Comprehensive School—1,150 pupils—180 in the 6th form
Required for Summer Term 1976.
YOUTH TUTOR—Scale 3 Post
A new Youth Wing forming part of the school campus is now open, ...

A Youth Tutor is required ... [illegible]

TWO FULL TIME community workers ... [illegible] ... £30-£40 per week.—Apply to ... Halsey, Interplay Trust, 65 ... Lane, Leeds 12. Telephone ... 634380 stating experience and qualifications. Closing date February 13.

ROYAL COUNTY OF BERKSHIRE

Youth and Community Service

The population of Berkshire is approximately 650,000 and includes urban areas in the east of the County including Slough, Reading, Maidenhead, Windsor, Wokingham, Woodley and the new town of Bracknell. West of Reading the Newbury District Council covers the more rural parts of Berkshire.

The Youth and Community Service is a combination of local Education Authority and Voluntary Organisation provision. Applications are invited from suitably qualified persons for the following posts in the Berkshire Youth and Community Service within a large team of professional workers. Teachers are recognised as suitable candidates. Comprehensive in-service training and personal supervision provided.

Initial lodging allowance and assistance with removal expenses may be given.

Maiden Erlegh Centre, Reading

1 Head of Community Education. JNC Range 4, 5-9, £4,524-[illegible] per annum.

2 Youth and Community Worker. JNC Range 3, 1-5, £3,426-[illegible]

Crescent Club/Sutton Schools Campus

1 Head of Department Youth & Community. JNC Range 4 [illegible] £4,008-£4,524.

Maidenhead Youth and Community Centre

1 Youth and Community Worker. JNC Range 3, 1-5, £3,426-[illegible] per annum plus £141 London Weighting.

Southcote Youth Club, Reading

1 Youth and Community Worker. JNC Range 3, 1-5, £3,426-[illegible] per annum.

Rotunda Youth Club, Slough

1 Projects Youth and Community Worker. JNC Scale 1, [illegible] £3,204 per annum plus £141 London Weighting.

Further details and application forms for all posts available from the Director of Education (YCS), Education Department, [illegible] House, 80-82 Kings Road, Reading RG1 3BL. Telephone enquiries welcome to: Mr. John Ashdown, Reading 55981.

Closing date: 27th February 1976.

The British Council

Invites applications for the following posts:

English Language TV Programmes (Kuwait)

Ministry of Education (Audio-Visual Aids Department) Writer and Producer

Candidates must have a degree in English, considerable TEFL experience and 2 years' experience in TV production. Programmes will be at intermediate and secondary school levels.

Salary: £5142 pa, approx.

Benefits: free accommodation; annual passage-paid home leave. One-year contract, renewable (5 year stay envisaged). 75 AE 4

Assistant Professor of English (Thailand)

Asian Institute of Technology, Bangkok

Graduate with postgraduate TEFL qualification and 3 years' relevant experience.

Salary: £4389-£5409 pa.

Benefits: free furnished accommodation; overseas and children's allowances and other benefits. Two-year contract. 76 UU 11

Head of Mathematics Department (Brazil)

British School, Rio de Janeiro

Independent co-educational IAPS School with 325 pupils aged 3-16.

Qualified teacher with relevant experience.

Salary: £4300 pa.

Benefits: free furnished flat; medical scheme; superannuation paid. Two-year contract, renewable. 76 US 3

English Language Teaching Assistants (Soviet Union)

For universities and institutes

Degree in English or modern languages with relevant teaching experience. Knowledge of Russian highly desirable.

Salary: 225 roubles per month (at present 1.56 roubles = £1) tax free, non-convertible. Sterling subsidy of £1787 pa paid in Britain.

Benefits: subsidised accommodation; employers' portion of superannuation. Contract for one academic year (10 months). 76 SU 7-16

Return fares are paid. Local contracts are guaranteed by the British Council.

Please write, briefly stating qualifications and length of appropriate experience; quoting relevant reference number for further details and an application form to The British Council (Appointments), 65 Davies Street, London W1Y 2AA.

Overseas Appointments

BARBADOS
HARRISON COLLEGES
[illegible]

(1) ENGLISH.
(2) MATHEMATICS.
(3) PHYSICS.
(4) CHEMISTRY with PHYSICS.
(5) BIOLOGY with GENERAL SCIENCE.
(6) ENGINEERING DRAWING with SURVEYING.
(7) GEOGRAPHY with SURVEY[illegible].
(8) ART.
[illegible]

ITALY
Milan
THE SIR JAMES HENDERSON SCHOOL
[illegible]

ETHIOPIA
THE SANDFORD SCHOOL
[illegible]

MADRID
KING'S COLLEGE
[illegible]

U.S.S.R.
[illegible]

SWEDEN
THE BRITISH CENTRE
[illegible]

SWITZERLAND
AIGLON COLLEGE
[illegible]

SINGAPORE
[illegible]

MADRID
[illegible]

CANADA
[illegible]

NAIROBI
[illegible]

DENMARK
COPENHAGEN INTERNATIONAL SCHOOL
[illegible]

JAPAN
[illegible]

TOKYO
[illegible]

KUWAIT
KUWAIT EDUCATIONAL CENTRE
[illegible]

WEST INDIES
CAMPION COLLEGE
[illegible] Staff required September 1st, 1976 (single male):
PHYSICS to "A" level.
MATHEMATICS to "A" level.
ACCOUNTS and COMMERCE to "O" level.
Jamaica Government Salary Scale. Passage to and from England. Two-year contract.
Apply in writing to Headmaster at above address.

PORTUGAL
THE OPORTO BRITISH SCHOOL
[illegible] ... experienced prep school MASTER to teach up to C.E. level. Ability to teach games essential. Salary Burnham Scale. Passage paid.
Further details can be obtained from the Director of Studies, Oporto British School, Rua de Cerca, 326, Foz do Douro, Porto 2, Portugal, to whom applicants should write, enclosing curriculum vitae and copies of recent testimonials.

European Schools

The Department of Education and Science, the Welsh Education Office and the Department of Education for Northern Ireland, invite applications from experienced, qualified teachers for posts in the European Schools. These are day schools with nursery, primary and secondary departments, age range 4-19, situated in BRUSSELS, MOL (Belgium), LUXEMBOURG, KARLSRUHE (West Germany), BERGEN (North Holland) and VARESE (Italy). The schools cater primarily for children of people employed in Institutions of the European Communities. They are organised in linguistic sections and pupils are taught partly in their own language, partly in languages of other EEC countries.

The following vacancies are expected to arise in September, 1976:

PRIMARY BERGEN 1—English as a foreign language to children aged 6-11.

SECONDARY BRUSSELS 1—Philosophy at sixth-form level, with some English Mother Tongue or Latin.
1—Physics and Mathematics to sixth-form level.
1—English and Geography.
1—Music throughout the secondary school;
LUXEMBOURG 1—Philosophy at sixth-form level, and some English as a foreign language or History
1—Biology throughout the school and Mathematics (11-14);
MOL—There are a number of English language children and it is hoped eventually to open an English language section. There are two vacancies in the secondary department;
1—Mathematics
1—English as a Mother Tongue and foreign language, with some History.
VARESE 1—English as a foreign language, with some Geography.

Basic annual salary scales are in the range:

	Belgian Francs		Belgian Francs
Primary	300,276	to	527,316
Secondary	403,476	to	708,660

In addition, generous cost of living, residence and where appropriate head of household and children's allowances are payable.

Successful candidates will be appointed from 1 September, 1976.

A good working knowledge of at least one Community language in addition to English is essential and will be tested orally at interview.

Application forms and further details are available from Room 2/36, Department of Education and Science, Elizabeth House, York Road, London SE1. Tel. 01-928 9222 Extensions 2043 and 3537, for candidates living in England and Wales, and Room A102, Department of Education for Northern Ireland, Rathgael House, Balloo Road, Bangor, Co. Down. Tel. Bangor 66311, extension 357 for candidate living in Northern Ireland.

CLOSING DATE FOR RECEIPT OF COMPLETED APPLICATION FORMS IS 12 MARCH

Candidates who are selected for interview will be notified as long in advance as possible.

A similar advertisement is being issued by the Scottish Education Department for candidates in Scotland to whom applications should be addressed.

ALGERIAN DEMOCRATIC AND POPULAR REPUBLIC

MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH

The Ministry of higher education and scientific research is recruiting for the university of Algiers, Sciences and Technology of Algiers, Oran, Constantine and Annaba

PROFESSORS and TEACHING ASSISTANTS

In the following fields:

GEOGRAPHY
MATHEMATICS
PHYSICS
POLITICAL SCIENCES
CHEMISTRY
ACCOUNTANCY
ECONOMICS
TRADE
LAW
PHILOSOPHY
GEOLOGY
BIOLOGY
SOCIOLOGY
PSYCHOLOGY
JOURNALISM

The applicants must speak Arabic as a mother tongue and be able to teach in the Arabic language.

Send application with a short curriculum vitae to the "M.E.S.R.S.".

Ministère de l'Enseignement Supérieur et de la Recherche Scientifique—Sous-Direction du Personnel
1, rue Bachir Attar, Alger, Algérie.

ST. ANDREW'S SCHOOL
NASSAU, BAHAMAS

An independent, inter-denominational, co-educational school catering to a Bahamian and International student body. The school is housed in attractive modern buildings on a 30-acre site.

TEACHERS REQUIRED FOR SEPTEMBER, 1976

The Secondary School
(330 on roll, average class size, 25)

1. DEPUTY HEAD (Senior School)

The successful candidate will be required to undertake most of the administrative work connected with the Senior Department of the school, and will be responsible for the admission of new students into the school. He/She may be required to teach a maximum of 20 periods out of the 40 period week, in his/her particular subject(s).

He/She should be a mature, well qualified and successful teacher with a minimum of 10 years teaching experience, including work up to the 'O' and 'A' levels of the General Certificate of Education. School administrative experience, preferably with G.C.E. organization, would be an advantage. A good recognized degree is essential, and further professional qualifications desirable. The salary is negotiable, and in any case will exceed the highest figures in the teachers' scales below.

2. GEOGRAPHY (Forms I to V)
with General Science (Forms I and II).

3. HISTORY (Forms I to V)

4. BOYS' PHYSICAL EDUCATION
To assist experienced Physical Education teachers at Primary and Secondary Levels.

MINIMUM REQUIREMENTS FOR APPLICANTS
Posts 2 and 3: A good degree, professional training and three years teaching experience.
Post 4: Recognized three-year professional training and three years teaching experience.

SALARY SCALES
Three year Teacher Training, B$6,400-B$11,200.
General Degree with Teacher Training, B$7,300-B$12,400.
Honours Degree with Teacher Training, B$7,600-B$12,600.
Annual Increments: x B$300 to B$10,000 x B$400 to B$12,400.
Point of entry dependent upon qualifications and experience. One increment given for every year of teaching experience outside the Bahamas, up to a maximum of 10 years.
There is no income tax in the Bahamas. £1.00 equals B$2.05 approx.

HOUSING ALLOWANCE
Single person, B$1,020. Married person (one on staff), B$1,380. Married person (both on staff), B$1,740.
Air fare to and from place of appointment is paid.
The school is recognized for contributory service by the United Kingdom Department of Education and Science. Employer's superannuation contributions are paid by the school.
Two-year contracts are offered to successful applicants.

Application forms are available from Mr. J. R. Close, 79 Heanor Road, Smalley, Derbyshire DE7 6DX, England. Please enclose a stamped addressed envelope.

The Electrical Contractors' Association

EDUCATION AND TRAINING OFFICER

THE ELECTRICAL CONTRACTORS' ASSOCIATION requires an Education and Training Officer whose duties will be to act as Secretary of the Association's Education Committee, advise the Membership on Education and Training matters and represent the interests of the industry in liaison with ITBs, Professional Institutions and Educational Bodies.

Applicants should be technically qualified (Membership of an Engineering Institution an advantage), have training management experience and an interest in influencing the national training scene.

Salary circa £4,850.

Applications in confidence to: The Director (Ref JW 3), 55 Catherine Place, London SW1E 6ET.

Applications invited for

Overseas Position

Teacher and Teacher Trainers, International Baccalaureate experience preferred. Subjects: English, World History and Social Sciences for International School Manila, Philippines.

School year commencing August, 1976. Two year contract. Candidates must be available for interview in London third or fourth week of February, 1976.

Those interested should address their qualifications and contact address with telephone number to:

Dr. Max Snyder,
C/o Mr. A. D. Sims,
Constant & Constant,
9 St. Helen's Place
London EC3A 6DD.

LAR

LIBYAN ARAB REPUBLIC

UNIVERSITY OF TRIPOLI

LECTURER
ASSISTANT PROFESSOR
ASSOCIATED PROFESSOR
PROFESSOR

Applications are invited for positions to teach fundamentals of Computer Science to undergraduates, mainly. Preference will be given to people specialised in one or more of the following fields:

Data Processing	**Information Systems**
Data Structures	**Programming**
Languages	**Operating Systems**

Applicants should have a Ph.D. in Computer Science or related fields. Preference will be given to applicants with teaching experience.

Salary (Libyan Dinars)	**From**	**To**
Lecturer	3,200	4,600
Assistant Professor	3,800	5,000
Associated Professor	4,200	5,520
Professor	4,800	5,920

Allowances

(Libyan Dinars)	**Accommodation**	**Furniture**
Married	1,200	2 Months' Salary
Single	840	1 Month's Salary

(1 Libyan Dinar=£1.60 App.)

Applications to be sent to the following address not later than 30th March, 1976.

Head of Mathematics & Science Department, University of Tripoli, P.O. Box 656, Tripoli, Libyan Arab Republic.

OVERSEAS Appointments continued

AFRICA
TEACHERS (all subjects) urgently needed in Catholic missions schools throughout Africa. We require practising Christians who can express their commitment through dedicated service for this challenging worthwhile work. Volunteer terms.
Please send postage for reply. VMM, 1 Victoria Rd., London NW7 4SA.

SPAIN
Qualified TEACHERS of ENGLISH as second language, five years experience as minimum, working knowledge of Spanish required. Term October, 1976 June 1977.
Write: Interschool, Virgen de Consolacion No. 20, Sevilla, Spain.

MOROCCO
THE BRITISH CENTRE
3 Rue Nolly, Casablanca
Requires an EFL TEACHER with some practical experience to start almost at once.
Please write to the Director.

GERMANY
ENGLISH LANGUAGE TEACHER required for minimum of one year by Benedict Sprachenschule, 404 Neuss, Büttgerstrasse 29-31.

Administration

Local Education Authority

BERKSHIRE
ADVISORY TEACHER of SCIENCE required for April, 1976.
Applications are invited from TEACHERS with an interest in science at Primary and/or Middle School level. The successful applicant will work in conjunction with the County Advisory Staff. Burnham Scale 3. Car allowance payable.
Application forms and further details from Director of Education (PM), Kennet House, 80-82 King's Road, Reading RG1 3BL (stamped addressed envelope, please).
Closing date: 16 February, 1976.

CRAC
CAREERS COMPETITION
Details and five new titles
See page 7

DONCASTER
METROPOLITAN BOROUGH COUNCIL
EDUCATION SERVICES
CAREERS ORGANISER
SO2 £4,689 to £4,998

To be responsible for a consultancy and advisory service to staff in respect of the whole field of vocational guidance with consequent involvement in staff training. To provide back-up facilities to Careers Team Leaders in their implementation of careers programmes. To make individual contributions to professional work and undertake other duties as assigned by the Principal Careers Officer. Applicants should preferably have a degree, certificate of education or equivalent and appreciable experience in the careers service including some in a senior or supervisory post. A diploma in vocational guidance or of the Youth Employment Training Board would be an added advantage.
Assistance with housing and removal expenses in appropriate cases.
Application forms and further details from the Chief Executive (Personnel Section) Priory Place, Doncaster DN1 1BN (telephone 0302 20321). Closing date 20th February.

HERTFORDSHIRE
ADMINISTRATIVE ASSISTANT
Required at the Divisional Education Office, St. Albans, to be responsible primarily for arranging conveyance of children to school and for supervising the general office routine. Applicants should have a good general background in office administration and be able to handle enquiries from members of the public and from schools. Salary on Scale AP 4, £3,366 to £3,702 per annum plus £120 fringe allowance.
Apply in writing within 14 days to the Divisional Education Officer, Civic Centre, St. Albans, giving full details of past experience, age, qualifications and names, addresses and status of two referees.

LANCASHIRE
EDUCATION COMMITTEE
CAREERS SERVICE
Applications are invited for the appointment of a CAREERS OFFICER at the Preston District Careers Office. Salary £2,127 to £2,853 (bar) to £3,282 per annum. Car allowances are payable on the casual user scale.
Duties will include advisory work in Secondary schools and liaison with industry and commerce. Applicants should possess a degree, a Diploma of the Youth Employment Service Training Board, a Diploma in Vocational Guidance or an equivalent qualification.
Application forms and further particulars may be obtained from the Chief Education Officer, P.O. Box 61, County Hall, Preston, PR1 8RJ, to whom they should be returned by 20th February, 1976, quoting reference A337/10/JAG.

NORTH TYNESIDE
(Metropolitan Borough of)
EDUCATION DEPARTMENT
SENIOR CAREERS OFFICER
Salary Scale APS £3,825 to £4,095 per annum.
Applications are invited for the above post in the Careers Service from Careers Officers either holding the Dip. YESTB or similar qualification and with a minimum of two years professional experience in a Careers Service or without the Diploma and with a minimum of three years experience.
The Officer appointed will lead a small team of Careers Officers and Employment Assistants, headquarters based but covering the Wallsend area. The post also involves coordination of work with handicapped young people within the Metropolitan Borough.
Application forms are available from the Chief Personnel Officer, 7 Northumberland Square, North Shields (telephone North Shields 77486 or 77501), to whom they should be returned within two weeks of the appearance of this advertisement.

NOTTINGHAMSHIRE
COUNTY COUNCIL
LEISURE SERVICES DEPARTMENT
YOUTH AND COMMUNITY DIVISION
AREA YOUTH AND COMMUNITY OFFICERS
We require two suitably qualified and experienced persons for the following areas:
NOTTINGHAM CITY CENTRAL AREA and NEWARK AREA
The division is a developing service within a department which includes responsibility for libraries, arts, sport and country parks. The salary for these posts will be within the range £4,395 to £4,692. Generous assistance will be given with the expenses incurred in moving house in accordance with the authority's scheme.
Further details and application forms are available from Wyndham Heycock, B.A., Director of Leisure Services, Youth and Community Division, 21 Oxford Road, West Bridgford, Nottingham, to whom completed forms should be returned by 20th February, 1976.
Please quote reference L10.

CITY OF WAKEFIELD
METROPOLITAN DISTRICT COUNCIL
EDUCATIONAL SERVICES
DEPUTY EDUCATION OFFICER
Salary £9,060 to £9,672
Candidates must be graduates of a British University and have appropriate teaching and administrative experience.
Removal and disturbance allowances and assistance with legal expenses are available in approved cases.
Requests for application forms and further details (accompanied by a stamped addressed envelope) should be addressed to the Chief Executive (Personnel Section), Town Hall, Wakefield, to whom they should be returned by 1st March, 1976.

WARWICKSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
SENIOR SCHOOL MEALS ORGANISER AND CATERING ADVISER
Salary: £5,677 to £6,057 (Soulbury Scale, Principal range, points 21 to 24)
Applications are invited from qualified (I.M.A. Diploma, Degree in appropriate discipline, H.N.D. in institutional management, or equivalent) and experienced persons for the post of Senior School Meals Organiser and Catering Adviser on the retirement of the present holder on 30th April, 1976.
The successful candidate will be concerned mainly with the School Meals Service but will also be involved with other educational establishments, and on request with catering services in other Departments of the Council.
Further particulars and application forms are available from the County Education Officer (ref. COM/MES), 22 Northgate Street, Warwick CV34 4SR. Closing date for applications: 20th February, 1976.

WEST SUSSEX
COUNTY COUNCIL
CAREERS OFFICER
SOUTHERN AREA
(WORTHING SHOREHAM)
Applicants must be qualified officers. Salary within range £2,853 to £3,374. Commencing point according to qualifications and experience. Casual user car allowance. Lodging allowances and removal expenses in approved cases. Possible help with housing.
Application forms and particulars from Director of Education, County Hall, Chichester, Sussex PO19 1RF. Closing date: 20th February, 1976.

General

BIRMINGHAM
THE BOYS' BRIGADE
The Birmingham Battalion seeks a full-time SECRETARY as from September 1st, 1976, to succeed the present Battalion Secretary who is retiring.
Applicants should be of Christian commitment, preferably between the age of 35 to 45 with good administrative ability, and a sound experience and knowledge of B.B. work. Owning a car is desirable, and a mileage allowance will be paid. Commencing salary can be negotiated, but it will be in excess of £2,500 a year. Pension provisions will be made, and a medical certificate or examination may be required.
Applications must be in writing, stating age, salary required, full details of experience, with two recent references, and sent to the Battalion President, Mr. Harold Burnett, 20 Billesley Lane, Moseley, Birmingham B13 9QT.
The closing date is March 31st, 1976.

CHELTENHAM
PATE'S GRAMMAR SCHOOL FOUNDATION
The Governors invite applications for the post of CLERK to the Governors which carries with it the appointment of Bursar of two voluntary aided Grammar Schools and an Independent Primary School. Experience of educational and charitable administration desirable. The appointment to commence on 7th June, 1976, on retirement of the present holder of the post.
Conditions of service in accordance with the National Joint Council for Local Authorities A.P.T. and Clerical Services Grade AP.IV.
Application forms, returnable by 23rd February, 1976, and details (stamped addressed envelope, please) from the Clerk to the Governors, 3 Oriel Terrace, Cheltenham.

DERBY
The Professional Association of Teachers invites applications for the post of CHIEF EXECUTIVE.
P.A.T. is an association of 10,000 qualified teachers in all types of Colleges and Schools throughout the United Kingdom and is both a trade union and a Professional Association protecting and helping members in the performance of their duties. The Association has achieved a satisfying degree of recognition at national level and is fully involved in all educational matters.
P.A.T. members feel that teachers need to act professionally in all matters including negotiations on salaries and conditions of service and they have agreed never to use the strike weapon. The Association has pressed for a General Teachers' Council since it believes that an industrial attitude on the part of teachers to be both unethical and inappropriate.
P.A.T. has expanded rapidly during the five years of its existence to 10,000 members and has over 70 branches throughout the United Kingdom and a Headquarters in Derby. It is managed by an elected Council which now feels that a stage has been reached where a chief executive should be appointed whose main function will be:—
To be directly responsible to the Council for the implementation of their decisions, to advise on future development, to have general oversight of the running of the Association and of its paid employees.
The person appointed will have had several successful years of teaching experience and have shown evidence of considerable administrative ability, and will be able and willing to act on behalf of and represent the officers of the Association when required.
The post will be permanent and pensionable. Salary negotiable but in the region of £4,500 to £5,500 and thereafter tied to the Burnham salary scales.
Applications to the Secretary, P.A.T., 24 The Strand, Derby, DE1 1BE.
The applications should be by letter and include a curriculum vitae, and the names, addresses and telephone numbers of two referees, and should arrive not later than first post on Monday, 16th February, 1976.

HERTFORDSHIRE
THE HABERDASHERS' ASKE'S SCHOOL
Elstree, Herts. WD6 3AF
(1,300 boys; H.M.C., Direct Grant, boarding independent)
Applications are invited for the post, vacant September, 1976, of BURSAR, to be responsible directly to the Headmaster as principal financial and administrative officer. Experience of financial planning, accounting, and the management of premises and grounds will be relevant.
Salary negotiable but not less than £6,000 per annum; Governors' superannuation scheme; assistance with removal expenses within limits. Non-resident.
Further details and application form available from the Headmaster, to whom applications should be sent with full tabulated curriculum vitae and names of three referees.

LONDON
GODOLPHIN AND LATYMER SCHOOL
Hammersmith, London
(London Voluntary Aided Upper School)
Required from mid-[illegible] SECRETARY for this school of [illegible] Experience of accounting [illegible]
Apply to the Governors [illegible] Martins House, 140 [illegible] Court Road, London W1P [illegible] copies of recent testimonials [illegible] names and addresses of two [illegible]

MIND (NATIONAL ASSOCIATION FOR MENTAL HEALTH)
FAIRHAVEN PROJECT
MIND has started a [illegible] year research and development programme working with under-achieving young [illegible] in context of sharing everyday tasks and responsibilities. Project embraces [illegible] approaches to residential [illegible] and aims to reverse [illegible] effects of institutionalisation. Research by Tavistock [illegible] Team with view to policy [illegible]
Creative and [illegible] people needed for following posts:

ASSISTANT PROJECT DIRECTOR
To share accountability with Director for implementing [illegible] pressed policy goals, [illegible] developing expertise [illegible] staff team. Person [illegible] will be expected to demonstrate ability and to assume [illegible] of responsibility [illegible] closely with residents [illegible] in this changing [illegible] Salary £3,372 to £3,963 (non-resident).

COUNSELLOR
With Education responsibilities to work closely with [illegible] dents in informal living situations and to assume [illegible] responsibility for co-ordinating educational aspects of [illegible] This will involve assessing individual needs and [illegible] means of meeting [illegible] through use of community facilities and provision of specialist resources. Salary [illegible] to £3,114 (non-resident).
Both posts involve [illegible] week including overnight [illegible] weekend shifts on [illegible]
Enquiries to Hilary [illegible] Director, Fairhaven [illegible] 111 Mycenae Road, [illegible] heath, S.E.3 (01-858 [illegible])

OXFORD
DELEGACY OF LOCAL EXAMINATIONS
Appointment of an ASSISTANT SECRETARY and of an ASSISTANT to the SECRETARIES
The Delegates intend to [illegible] an Assistant Secretary [illegible] Assistant to the Secretaries [illegible] gin work on 1st September [illegible] The duties of both will [illegible] mainly of work in the [illegible] Geography, Economics and [illegible] Studies, but assistance with [illegible] subjects and some administrative work will also be required [illegible] both appointments. Applicants [illegible] have appropriate graduate [illegible] cations: teaching experience [illegible] sirable.
ASSISTANT SECRETARY: Applicants must be at least 28 [illegible] age. Initial salary is [illegible] ing to age and experience [illegible] scale which, at present, [illegible] £3,376, rising by annual [illegible] ments to a maximum of £[illegible]
Assistant to the Secretaries: Applicants must be at least [illegible] of age. Initial salary is [illegible] cording to age and experience [illegible] a scale which, at present, [illegible] £2,716, and rises by annual [illegible] ments to a maximum of £[illegible]
Graduate staff are required to belong to the appropriate superannuation scheme in operation in the University.
Further particulars, and forms of application, to be returned by [illegible] day, 5 March 1976, may be obtained from the Secretary of [illegible] Examinations, Ewert [illegible] Summertown, Oxford, OX2 [illegible]

The Centre for British Teachers in Europe Limited

GERMANY

The Education Authorities in Nordrhein-Westfalen and Bremen require British teachers for the academic year 1976-77 to teach English in secondary schools and Further Education establishments. There are vacancies in Gymnasien in both States, and in Berufsbildende Schulen and Gesamtschulen in Nordrhein-Westfalen.

Qualifications
For all types of school applicants must possess a university degree, a teaching qualification and some teaching experience. All candidates should have a good working knowledge of spoken German.

Salary Range
Gymnasien, Gesamtschulen and Berufsbildende Schulen £290-£370 per month (DM5.3=£1) which is £3,480-£4,440 per annum free of German and British Income Tax for 12 month periods and upwards. Salaries are paid in German Marks.

Allowances
There are allowances for married teachers with dependants.

Length of Contract
Contracts are for one calendar year from August, 1976. (Exact starting dates vary according to State.) All contracts are renewable.

Fares
Fares and baggage allowances to and from Germany for teachers and their families are paid by the Centre.

National Insurance and Superannuation
The employer's contribution to the British National Insurance Scheme and to the employee's Pension Scheme (where applicable) will be paid in full by the Centre. The employee's contributions to these schemes are the only deductions from the teacher's salary.

Recognition of Service
Service with the Centre in Germany is recognised by the British Education Authorities as full teaching service for incremental purposes on return to the United Kingdom.

Preparation
All teachers appointed are given full information about living and working conditions in Germany. Briefings are held in April and May in Britain, and Orientation Courses in Germany immediately before teachers go in to their schools.

Resettlement
The Centre's Resettlement Department gives advice to teachers returning to teach or study in Britain after service with the Centre.

For details and application forms apply to: The Centre for British Teachers in Europe Limited (TS), Quality House, Quality Court, Chancery Lane, London WC2A 1HP. Tel.: 01-242 2982-5.

Scottish Education Department, Edinburgh

Research Officer

. . . . for work in the education field, both in the evaluation and assessment of existing data and liaison with Colleges and Universities on current research projects. The work also involves providing professional support to Departmental Committees and Working Parties, editing reports, and information retrieval.

Candidates must have a degree with 1st or 2nd class honours, or a post-graduate degree, in one of the social sciences. Relevant research experience an advantage.

Starting salary within the range £4,400-£6,430. Promotion prospects. Non-contributory pension scheme.

For further details and an application form (to be returned by 27 February, 1976) write to Civil Service Commission, Alencon Link, Basingstoke, Hants, RG21 1JB, or telephone Basingstoke (0256) 68551 (answering service operates outside office hours) or London 01-839 1992 (24 hour answering service). Please quote ref. A(A)652.

Leeds City Council

Department of Education

General Adviser

(Religious and Moral Education)
Soulbury 19-23 £5,172-£5,850 (subject to review in light of Soulbury arbitration)

The successful applicant will be called upon to advise Headteachers and teachers on matters arising in the field of Religious and Moral Education in any part of the City, to arrange and co-operate with working parties of teachers studying various aspects of Religious Education, and to organise and participate in courses of in-service training for teachers.

Applicants are sought who have appropriate qualifications and experience and who are fully informed of current developments in the field of Religious and Moral Education. Graduate status is not essential; holders of the Lambeth Diploma or equivalent qualification would be acceptable.

Application forms and further details can be obtained from the Director of Education, Department of Education, Great George Street, Leeds, LS1 3AL. Please enclose s.a.e.

14 days from the date of publication of this advertisement.

LEEDS

Dorset County Council
County Education Department
CAREERS SERVICE

Careers Officer

WEYMOUTH (POST ED.109)
Salary within the grade AP4 (£3,366-£3,702 per annum)
An experienced Careers Officer is sought to deal with more able pupils in grammar and comprehensive schools.

Careers Officers

POOLE AND BOURNEMOUTH (POSTS ED.137 and ED.139)
Salary within the grades AP2/3/4 (£2,529-£2,853, £2,922-£3,282, £3,366-£3,702 per annum), with a qualification bar at the maximum of AP2 for unqualified officers. Qualified officers commencing at AP3 with progression to AP4 after four years' experience.
Applications are invited from persons having relevant experience and/or training, who preferably also hold an appropriate professional qualification. Applications from students completing Careers Service Diploma courses in July, 1976, will be particularly welcome.

Trainee Careers Officers

(2 POSTS ED.315 and ED.316)
Salary within the Trainee Grade (£1,215-£2,529 per annum), depending on qualifications.
Careers Officers are concerned with the vocational guidance of young people in all types of educational establishments apart from the universities and the placement into suitable employment of those leaving. They are involved in careers education programmes and advising employers on recruitment and training matters.
Successful applicants will undertake about four months' practical training in Dorset Careers Offices and would be expected to apply for entry to a one year full time training course starting in September, 1976, to which they will be seconded.
Acceptance for a training course is dependent upon the possession of one of a number of a prescribed qualification requirements, details of which will be included in the post details sent to potential applicants.
Application forms (returnable by 20th February, 1976) and further details from County Education Officer (EC), County Hall, Dorchester, Dorset, DT1 1XJ. (Please quote post number(s).)

EDUCATION DEPARTMENT
CAREERS SERVICE

Senior Careers Officer

Salary: AP5 (£3,825-£4,095 per annum)
Applications are invited from suitably trained and qualified persons with experience in the Careers Service. The possession of an appropriate degree will be advantageous. It is probable that the person will have the opportunity for specialising in work with Further and Higher Education establishments.

Careers Officer

Salary: AP1/4 (£2,127-£3,702 per annum)
Minimum commencing salary for a qualified officer is £2,520 and appointment of an experienced officer may be made up to the maximum of the scale.
Applicants, if not qualified Careers Officers, should be graduates or trained teachers, or possess alternative qualifications acceptable for entry to a training course leading to the Diploma in Vocational Guidance.
Applications will be considered from students who shortly hope to complete a full or part-time course of training for work in the Careers Service.
Application forms, together with further particulars, are obtainable from the Careers Office, 15 John Street, Sunderland SR1 1HT, and should be returned to the Director of Education, at the address shown below, not later than 19th February, 1976.

L. A. Bloom, Chief Executive,
Town Hall & Civic Centre,
Sunderland SR2 7DN

Borough of Sunderland

Education Department

(A) Senior Administrative Assistant

£4,500—£4,806 p.a. inclusive

To be responsible, under a principal officer, for the awards and grants section dealing with all further education awards, school uniform and maintenance grants, free school meals, parental contributions towards boarding and independent school placements, etc.

Previous experience and a knowledge of the appropriate regulations is essential.

(B) Administrative Assistant

£3,183—£3,543 p.a. inclusive

Also to work in the awards and grants section. Previous experience desirable.

Forms (and further particulars of post "A") are available from Director of Education, Regal House, London Road, Twickenham, TW1 3QB, returnable by 20th February, 1976. (01-892 4466, Ext. 210).

London Borough of RICHMOND UPON THAMES

ISLE OF WIGHT COUNTY COUNCIL

Education Department

Assistant County Education Officer

(Further Education)

Salary £5,889-£6,564 (P.O.2(a))

This is a third-tier appointment.

The successful applicant will have special professional responsibilities in the Further Education field including Awards, the local College of Arts and Technology, the Prison Education Service and the Youth and Community Service.

Applicants must therefore possess wide experience in education administration, teaching experience, preferably gained from the sphere of Further Education, and a degree or equivalent qualification.

The post is based at County Hall, a modern office block in the County Town of Newport. The Island has its own unique style of life, commensurate with a predominantly rural and holiday area.

The Council offers a generous scheme of removal expenditure reimbursement and may be able to offer temporary accommodation.

Application form and further details from the Personnel Officer, County Hall, Newport.

Closing date: February 16, 1976.

LONDON BOROUGH OF BARKING

EDUCATION DEPARTMENT

SENIOR CAREERS OFFICER

Salary £4,086—£4,356 per annum

Barking needs a Senior Officer to assist in managing its progressive Careers Service. The previous post holder has been promoted to Deputy Principal.

A full range of duties is available, including an opportunity to develop leadership skills in both field work and administration.

Good basic experience is required as the officer will be responsible for a full-time office as well as for leading a small team. There is the added challenge of working in the area of further education, including adults.

Barking is in the forefront of the exciting new field of aptitude testing in relation to guidance, and is able to offer training where necessary.

Application form and full job description from the Chief Education Officer, Town Hall, Barking, Essex, on receipt of stamped addressed foolscap envelope.

Closing date 27th February, 1976.

Administrative Assistant

£3,825—£4,095

To work at Southern Area Education Offices, Old Bedford Road, Luton.

Duties include responsibility for staffing section which deals with the appointment of teachers and ancillary staff in 150 schools in Luton and South Bedfordshire. The successful applicant will also be expected to act as Minute Clerk at meetings of some Governing Bodies.

Application forms and further details from Personnel Officer, County Hall, Bedford. Tel. 63222 Ext. 107. Closing date 20th February, 1976.

BEDFORDSHIRE COUNTY COUNCIL

COUNTY OF NORTH YORKSHIRE

SENIOR CAREERS OFFICER

York Area

Applications are invited for the post of Senior Careers Officer (Team Leader) at the York Area Careers Office, Ryedale Building, 60 Piccadilly, York.

Salary scale AP5, £3,825 to £4,095.

Application forms (to be returned by February 20, 1976) and further details from the County Education Officer, County Hall, Northallerton DL7 8AE.

Please quote reference T35.

Cumbria Education

Cumbria County Council requires:—

Senior Careers Officers

£3,825 to £4,095

CARLISLE AND BARROW

To be responsible for giving careers advice to the more able pupils and co-ordinating the work of a small team of officers.

Qualified Careers Officers or persons with managerial experience in industry or commerce preferred.

Further particulars and application form, returnable by February 16, from the Director of Education, 5 Portland Square, Carlisle.

ADMINISTRATION
General
continued

SHREWSBURY
LICHFIELD DIOCESAN EDUCATION COUNCIL
SCHOOLS OFFICER
Anglican PRIEST or lay person required to join Education Team of six: to be concerned mainly with Religious Education and support of teachers in both Church and State schools.
Incumbent's stipend plus expenses.
Details from: Diocesan Director of Religious Education, 4a St. Alkmund's Place, Shrewsbury SY1 1UJ.
Applications by 1st March, 1976.

SURREY
SCHOOL BURSAR
The Governors of THE GROVE SCHOOL, Hindhead, invite applications for this post which will become vacant in September 1976 on the retirement of the present Bursar.
Salary up to £5,000 per annum.
Applicants should forward curriculum vitae to: The Chairman, Weydown Road, Haslemere, Surrey, and they will be sent a full brief for the post.

THE NATIONAL UNION OF TEACHERS
invites applications for an
ASSISTANT ADMINISTRATIVE OFFICER
MEMBERSHIP AND ORGANISATION DEPARTMENT
The duties of the A.A.O. include assisting the Union's Membership and Recruitment Officer in the central direction and co-ordination of the Union's student recruitment programme; the organisation of an Annual Conference for student representatives, and servicing of the Union's team of full-time District and Field Officers. The post also involves assisting in the preparation of all publications emanating from the Union's Membership Department.
The successful applicant must be a competent Shorthand Typist, able to work on own initiative. Teaching experience although desirable is not essential.
The salary for the post, according to age and experience, £3,009 to £3,702 plus £381 London Allowance per annum. 35 hour week. Contributory Superannuation Scheme. Four weeks holiday. Luncheon vouchers.
Applications, giving details of qualifications and experience, for the above post should be submitted to the Organising Secretary of the National Union of Teachers, Hamilton House, Mabledon Place, London WC1H 9BD, by Monday, 16th February, 1976.

THE OPEN UNIVERSITY
SENIOR COUNSELLOR
Applications are invited for a post of Senior Counsellor in the University's Yorkshire Region which has its headquarters at Fairfax House, Merrion Street, Leeds LS2 8JU.
Senior Counsellors are responsible to their Regional Director for aspects of student services in the region including the development of student counselling service, the supervision and training of part-time counselling staff and the oversight of study centres. In addition, Senior Counsellors will be involved in day and residential schools.
Applicants should be graduates with recent experience from within the broad field of adult, further or higher education. They should be interested in the development and analysis of support services for the adult learner in the multi-media teaching system of the University.
The appointment may be made to retirement or for a shorter period normally for a minimum of three years; salary at a point on the University's Lecturer scale: £3,174 to £6,486 per annum. Appointments to retirement include membership of the Universities' Superannuation Scheme.
Please send a postcard for further particulars and application forms to the Personnel Manager (BC3), The Open University, P.O. Box 75, Walton Hall, Milton Keynes MK7 6AL. Telephone: Milton Keynes 63[illegible]. Closing date: 20th February, 1976.

Child Care

DONCASTER
METROPOLITAN BOROUGH COUNCIL
DONCASTER LOCAL EDUCATION AUTHORITY
Princegate, Doncaster
Telephone Doncaster 4011
TEACHER in charge of a Detached Unit for Difficult Pupils (Scale 4).
Applications are invited from qualified teachers who have experience in dealing with pupils with considerable behavioural problems for a post of teacher in charge of a detached unit, to be established by this Authority, to cater for a small number of such boys and girls, particularly of secondary school age.
Salary range Scale 4, £4,056 to £5,520.
Application forms and further particulars available from the Director of Education, Education Department, Princegate, Doncaster. Applications should be returned as soon as possible and no later than 14th February, 1976.

WE NEED special Foster Parents for Chloe, a 14-year-old West Indian girl who herself would like to be part of a family. We agree with her because, although she is friendly and intelligent, her childish demands for attention cannot be satisfied in a children's home. She can however be a difficult girl to handle, so we are looking for an exceptional couple to meet her needs and tolerate her behaviour, particularly with boyfriends. For this we are prepared to pay in the region of £50 per week. To do this job you will need the strength to be both decisive and tolerant. If you are interested in working in this way with a teenager and you live in North London, please contact Mrs Ann Stein, Brent Social Services, Area 6, 167 Willesden Lane, NW6. Telephone [illegible].

THORNTOUN SCHOOL, KILMARNOCK
DOMESTIC BURSAR
£1,905–£2,481 p.a.
This is a purpose-built residential special school for 46 maladjusted secondary children. With residential staff, the total community is some 70 persons.
The Domestic Bursar is accountable to the Principal, and responsibilities include Domestic Staff Management, Menu Planning and Catering; purchasing of food and household supplies. The person appointed must be able to work as a member of an interdisciplinary team and liaise closely with residential social workers.
Applicants should have a qualification in Domestic Science or Institutional Management. The appointment could be either resident or non-resident. There is accommodation for a single person for which a deduction of £372 p.a. would be made in respect of full board and lodging.
Barnardo's is a Christian based Society and offers conditions of service in line with Local Authorities. Transferable pension.
Application forms from: Divisional Children's Officer, 22 Drumsheugh Gardens, Edinburgh EH3 7RP. Tel.: 031-226 5241.
Enquiries to: The Principal. Tel.: Kilmarnock 27227.
Barnardo's

MUSEUM OF LONDON
Applications are invited for the post of
ASSISTANT EDUCATION OFFICER
Candidates should have a university degree or equivalent qualifications. Teaching experience essential.
Salary £2,527-£4,045 including London Allowance.
Details and application form from the Administrative Officer, Museum of London care of Kensington Palace W8 4PX. Tel. 937 9816.
Closing date March 1.

Educational Psychologists

CITY OF LEEDS
DEPARTMENT OF EDUCATION
TRAINEE EDUCATIONAL PSYCHOLOGISTS
Soulbury 6-12, £3,225 to £4,059 (subject to review)
Applications are invited for three appointments as Trainee Educational Psychologists in the Leeds Child Guidance Service. Candidates should have an honours degree in psychology, teaching experience, and have gained acceptance on a post-graduate course in educational psychology at one of the recognised training departments. Each candidate will be appointed on the Soulbury Scale for Assistant Educational Psychologists and paid at that rate during the post-graduate training. On successful completion of the training course, the trainee psychologists will be confirmed as Educational Psychologists, subject to a vacancy, on the Soulbury Scale for Educational Psychologists. Candidates must undertake to remain in the service of the Leeds Education Committee for a period of two years after completion of training.
Application forms and further details can be obtained from the Director of Education, Department of Education, Great George Street, Leeds LS1 3AE, 14 days after publication of this advertisement.

NEWCASTLE upon Tyne
(City of)
EDUCATION COMMITTEE
CHILD AND FAMILY GUIDANCE SERVICE
EDUCATIONAL PSYCHOLOGIST
Applications are invited from qualified Educational Psychologists for a post on the staff of this well-established service which will be available on September 1, 1976. The person appointed would work in the school psychological service and also as a member of the child guidance clinic team.
The salary would be £4,056 to £5,670 per annum (new award pending).
Application forms and further particulars can be obtained from the Principal Educational Psychologist, to whom completed application forms should be returned, at Arthur's Hill Clinic, Child and Family Guidance Service, Douglas Terrace, Newcastle upon Tyne NE4 6BT.

NEWCASTLE upon Tyne
(City of)
EDUCATION COMMITTEE
EDUCATIONAL PSYCHOLOGY
Opportunity for training and professional qualification.
Persons possessing an Honours degree in Psychology, a teaching certificate or diploma and with not less than two years' approved teaching experience and who are attracted to a career in Educational Psychology, may be interested in an opportunity being offered by this Authority. With effect from September 1, 1976, there will be two vacancies for suitable candidates to gain experience by working for one year as trainee Educational Psychologists with the staff of this well-established service before being seconded on full salary to any approved university professional training course. A close association [illegible]

[illegible]

THE ASSOCIATED EXAMINING BOARD
for the General Certificate of Education
Wellington House, Aldershot
Hampshire GU11 1BQ
The Board invites applications for the posts of ASSISTANT EXAMINER in SOCIOLOGY at Ordinary level. Applicants must be Sociology graduates with recent teaching experience in this subject.
Forms of application and further particulars may be obtained by applying in writing to the Secretary (A[illegible]) at the Board's offices.

THE ASSOCIATED EXAMINING BOARD
FOR THE GENERAL CERTIFICATE OF EDUCATION
Wellington House, Aldershot, Hampshire GU11 1BQ
The Board invites applications for the following posts with effect from the June, 1978, examinations, the first papers being required in December, 1976.
CHIEF EXAMINER in COMMERCE at ORDINARY LEVEL.
CHIEF EXAMINER in ECONOMICS at ADVANCED LEVEL.
Candidates should have a relevant degree and have taught the subject at the level concerned for a minimum of five years.
Further details and application forms are available from the Secretary (AB) at the Board's offices.

Librarians

HAMPSHIRE
GOSPORT/FAREHAM AREA
FAREHAM TECHNICAL COLLEGE
Bishopsfield Road, Fareham PO14 1NH
COLLEGE LIBRARIAN
The person appointed will have complete professional control over the College Library and should be a Chartered Librarian.
Salary £2,922 to £3,282 per annum.
Transfer to scale £3,366 to £3,702 after two years' satisfactory service.
Further particulars and application form obtainable from Registrar on production of stamped addressed envelope.
Closing date 16th February.

NEWCASTLE upon Tyne
CENTRAL NEWCASTLE HIGH SCHOOL
G.P.D.S.T.
Eskdale Terrace
Newcastle upon Tyne NE2 4DS
Required for September 1976:
Part-time LIBRARIAN / part-time TEACHER of CLASSICS.
Full details of the post available from the school.
Applications in writing to the Headmistress, including curriculum vitae, copies of two recent testimonials and the names, addresses and status of two referees.

Ancillary Services

SUSSEX
MICKLEFIELD SCHOOL
Seaford
Required in April, 1976, a MATRON to work under a House Mistress in a Middle School House of 40 girls aged 13 to 16 years. No catering. Good accommodation.
Apply to the Headmistress with the names of two referees.

RESIDENT matron wanted for boys' [illegible]

[illegible]

Miscellaneous

POWYS
[illegible]

School Health Service

OXFORDSHIRE
A.H.A. (T)
COMMUNITY HEALTH SERVICE
[illegible]

Examiners

EAST MIDLAND REGIONAL EXAMINATIONS BOARD
(Certificate of Secondary Education)
Applications are invited for the following posts:
[illegible]

THE ASSOCIATED EXAMINING BOARD
[illegible]

NATIONAL SAILING CENTRE
SEASONAL SAILING INSTRUCTORS
[illegible]

NEWCASTLE upon Tyne
[illegible]

HUMBERSIDE
EDUCATION COMMITTEE
[illegible]

VACATION JOBS [illegible] York Street, London W1H 1FL. 01-935 8745/4.

ENGLISH teachers with E.F.L. experience and administrative ability required to help organize and direct language holiday courses in the Weybridge and Reading areas. Apply the Elizabeth Johnson Organisation, High Street, Headley, Bordon, Hants.

English as a Foreign Language

BERKSHIRE
[illegible]

ENGLISH AS A FOREIGN LANGUAGE
[illegible]

LONDON
[illegible]

R.S.A. CERTIFICATE
A nine-week course leading to the R.S.A. Certificate in Teaching of English as a Foreign Language begins 29 March.
Details and application forms: S. G. Walters, The Bell School of Languages, The Old Rectory, Church Lane, Eaton, Norwich.

Department of Health and Social Security
ST. CHARLES YOUTH TREATMENT CENTRE
TEACHERS
CHILD CARE OFFICERS
OCCUPATIONAL THERAPISTS
NURSES
There are a few vacancies in the above disciplines for qualified men and women with imagination, initiative and drive to complete teams of group workers at St. Charles Youth Treatment Centre, Brentwood. The Centre admits disturbed adolescents whose needs cannot be met in other forms of residential establishments.
St. Charles, the first of 3 Centres to be provided under present plans, is divided into 3 House units, each with accommodation for 12 children. Successful candidates will join multi-disciplinary teams working under the supervision of a house leader and supported by specialist consultant staff. There is a high staff/child ratio and staff are fully involved in the creation of individual treatment programmes for each child and the development of a high quality of care and control based on close personal relationships. Those appointed will share on a team basis the care, education and treatment of the children without particular regard to the normal boundaries of their respective disciplines.
The work is challenging, exciting and rewarding. This is a unique opportunity to contribute to the growing success of a new and highly significant venture.
Conditions of service are excellent and good quality married or single accommodation has been provided on and off the Centre campus. All staff will work a 40 hour 5 day week.
Prospective applicants will no doubt wish to visit the Centre and discuss its work with the Director, Mr S. G. T. Edwards: telephone 0277 225684 (charges may be reversed) for an appointment.
Salaries are in accordance with the following scales: in all cases a Youth Treatment Centre allowance of £336 a year is payable.
TEACHERS: £2,253-£3,744 (graduate and additional qualification additions payable where appropriate), plus the approved schools teachers' allowance of £564 a year (plus an extraneous duty allowance of £586 a year).
RESIDENTIAL CHILD CARE OFFICERS (senior grade): £2,607-£3,957.
OCCUPATIONAL THERAPISTS (senior grade): £2,667-£3,390.
NURSES (Ward Sister/Charge Nurse): £2,871-£3,717.
Application forms for the posts together with further details of the posts and terms of employment can be obtained from *Mrs. E. C. Ballam*, EP4, Department of Health and Social Security, Room 410, Ivybridge House, 1-6 Adam Street, London W.C.2 (telephone number: 01-217 5217). On completion, application forms should be returned to the same address not later than 20th February, 1976.

City of Salford
EDUCATION DEPARTMENT
EDUCATIONAL PSYCHOLOGIST
£3,900-£6,660
Qualified Psychologists are required to join a team of 3 Educational Psychologists and the Head of the Child Guidance Clinic. A fully qualified Educational Psychologist would receive a minimum of £4,734 at age 30 and £5,620 at age 35.
Duties include advising and consulting with teachers on individual learning difficulties, behaviour problems and the development of new projects in schools; helping parents in their ability to handle minor problems and developing good relationships with the different agencies which provide services to parents and children. Individual case studies and the resultant administrative work form a large part of the job.
Post Reference 1838/TES.
This post is permanent, superannuable and subject to medical examination. Commencing salary will reflect experience and qualifications.
Please write or telephone 061-794 4711 ext. 261 for an application form quoting post reference number to the Personnel Manager, Salford Civic Centre, Swinton M27 2AD, to whom they should be returned by 20th February 1976.

Royal County of
BERKSHIRE
EDUCATIONAL PSYCHOLOGIST
£4,707 to £5,331 per annum (under review)
Degree in Psychology, postgraduate training in Educational Psychology and teaching experience required. Based at Bracknell, the work will be mainly in the Schools' Psychological Service but with some child guidance sessions. Facilities are good and development of specialist interest is encouraged. Excellent relationships exist with other agencies.
Informal enquiries to D. Brownhill, 26 Bath Road, Reading. Tel: Reading 56631.
Further details and application forms from: Director of Education, Kennet House, 80/82 Kings Road, Reading.
Closing date: February 20, 1976.

HAMPSHIRE
We have two vacancies for qualified and experienced psychologists.
EDUCATIONAL PSYCHOLOGIST (TRAINING)
The successful candidate for this post will be seeking an opportunity to widen his or her experience into the training function of a large School Psychological Service. The Psychologist will work with the Local Education Authority, based in Winchester, and at Southampton University assisting with the M.Sc. Course for Educational Psychologists.
EDUCATIONAL PSYCHOLOGIST PORTSMOUTH AREA
The person appointed to this post will work in a team of four Psychologists, and will enjoy the benefits of varied and well-developed facilities.
The salary for both posts is on the Soulbury Scale for Psychologists £3,900-£6,600 and commencing salary will be dependent upon experience.
Application forms and further details are available from the County Education Officer, The Castle, Winchester. Tel. Winchester 4411 ext. 509. Returnable by 27th February, 1976. Please quote reference 1227 when applying.

LONDON BOROUGH OF BARNET
EDUCATION DEPARTMENT
EDUCATIONAL PSYCHOLOGIST
required full-time. Candidate should hold Honours Degree in Psychology (or equivalent), post-graduate training in Educational Psychology and teaching experience. Educational Psychologist will work as member of the Child Guidance Service from a Child Guidance Centre. The school roll is approximately 47,800, population 302,600. Interest or experience in residential education and/or handicapped children advantageous.
Salary—Soulbury Scale (under review) £3,432 to £4,988 per annum inclusive, depending on qualifications and experience.
Application forms from Director of Educational Services, Town Hall, Friern Barnet, London N11 3DL, returnable by 20th February, 1976. Ref: ADM/E/19.

ENGLISH AS A FOREIGN LANGUAGE
continued

SUMMER TEACHING
Really dynamic TEACHERS with experience in teaching ENGLISH to foreign students required London, Cambridge, Oxford and Switzerland. July and August.
Applications, detailing qualifications and experience to: R. Carter, Director of Summer Schools, Pitmans School of English, 46 Goodge Street, London W1P 2AQ.

EFL TEACHERS resident in the following areas are required as Tutors for Foreign students (14-18) attending Holiday Courses 3-4 weeks July and August—Lincoln, Boxhill, King's Lynn, Tonbridge, Tunbridge Wells, Sevenoaks, Worcester. Apply ASAC, 26a York Street, London W1H 1FE. 01-935 5743/4.

E.F.L. TEACHER with experience in running short-term holiday courses for foreign students required as part-time Consultant/Director of Studies for London-based organization.—Write Box T.C.9 3116, The Times WC1X 8EZ.

QUALIFIED E.F.L. teacher preferably with audio-visual experience for a permanent post at a West End school of English, £3,700 per annum. Phone 01-580 2863.

QUALIFIED teachers and teachers t/c. experienced in EFL to Germans, Southampton, Reading; Easter, Summer. Good salaries. Send full details and curriculum vitae to C. P. Bonnell, Lingua Travel, 33 Crawford Close, Earley, Reading RG6 2PE.

SUMMER COURSE teachers (women only) required for July and/or August to teach English to foreign students in residential school for girls aged 13-21. Free board and residence at College plus £125 for each four weeks' course. Teaching five periods daily Monday to Friday and share in residential duties and excursions (including some weekends). Write, stating period of availability and full details of age, qualifications and experience, to Miss K. Schaller, B.A., L.T.C. Ladies' College of English, Compton Place Road, Eastbourne, Sussex.

SUMMER DIRECTOR. Language School. Administrative experience, ability to control residential situation essential. Write referees, curriculum vitae, Padworth College, Nr. Reading, Berks.

TUTOR/ADMIN (30 plus) required urgently to start basic Commercial English course for foreign students. Good prospects including partnership and free accommodation. Please telephone CRS 01-373 9370.

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BRITISH Graduate, experienced translator, interpreter and teacher (German, French, Italian), elderly but active, now resident in Germany, seeks UK-based [illegible]

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M.A. COURSE IN PHYSICAL EDUCATION
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CAMBRIDGE
THE UNIVERSITY
RESIDENTIAL COURSES IN MADINGLEY HALL 1976
[illegible]

CRAFT HOLIDAY CENTRE
[illegible]

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DONCASTER COLLEGE OF EDUCATION
High Melton, Doncaster
DIPLOMA IN CHILDREN'S LITERATURE
September, 1976-July, 1977
[illegible]

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GUIDANCE AND PASTORAL CARE IN THE SECONDARY SCHOOL
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Full particulars from Bernard Handover, MAYC Residential Training Centre, Kelston Park, Kelston, Bath, Avon.

SUMMER TEACHING VACANCIES
ENGLISH AS A FOREIGN LANGUAGE
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We are looking for graduates and/or certificated teachers with lively minds and experience or qualifications in the teaching of English as a Foreign Language to adult students.
We are offering good pay, good working conditions and an opportunity to use really modern methods and materials. If you are interested, please ask me for further details and application forms.
If you do not receive a reply to your application within four weeks please assume that it has not been successful.
D. Ferris, Principal,
European Language & Educational Centre,
26 Dean Park Road, Bournemouth BH1 1HZ.
Tel.: (0202) 24426.

TEACHING ENGLISH AS A FOREIGN LANGUAGE
Applications are invited from experienced E.F.L. teachers for permanent appointment at The European Language & Educational Centre, Forest Hill, London, from 26th April 1976.
Further details and application form from:
The Principal,
European Language & Educational Centre,
36 Honor Oak Road, Forest Hill,
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EDUCATIONAL COURSES continued

LONDON

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June 13-18 Residential (London).

Fees on application to: Sesame, 8 Ayres Street, SE1 1ES.

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(To become part of East Sussex College of Higher Education in September, 1976)
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(I) PHYSICAL EDUCATION for TEACHERS of MENTALLY HANDICAPPED CHILDREN
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(II) SCIENCE OF MOVEMENT
April 21-July 3, 1976

This term's course is intended for qualified teachers and college lecturers. It will also be relevant to the needs of professional coaches interested in modern approaches to sports training.

(III) INTERNATIONAL WORKSHOP
June 3-July 1, 1976

This four-week period of intensive study is intended primarily for overseas teachers and lecturers requiring an introduction to the concepts underlying movement education in Britain.

Application forms and further details obtainable from the Principal's Secretary, Chelsea College of Physical Education, Hillbrow, Denton Road, Eastbourne, Sussex BN20 7SR.

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Eastbourne, Sussex BN20 7SR

Applications are invited for admission to a ONE-YEAR SUPPLEMENTARY COURSE open to qualified men and women teachers who wish to specialize in Physical Education for pupils in the 11-18 years age range. It is possible for teachers interested in work with children with special needs to take an option within the Supplementary Course which will equip them to teach Adapted Forms of Physical Education.

Application forms and further details may be obtained from the Records Officer, Chelsea College of Physical Education, Hillbrow, Denton Road, Eastbourne, Sussex BN20 7SR.

T.E.F.L. COURSES

LINGUARAMA LTD.

will be holding evening training courses in the Teaching of English as a Foreign Language from February 27 to March 9, 1976, and at regular intervals thereafter. They will be held from 6.15 p.m. to 10 p.m. every weekday evening. Applicants should be graduates and or qualified teachers. Some teaching posts abroad and in England may be available to successful trainees.

Further information from: LINGUARAMA Ltd., 53 Pall Mall, London SW1 A1L: Teacher Training Department

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Awards and Scholarships

ÉTÉ 1976—STAGES POUR PROFESSEURS DE FRANÇAIS

A number of French Government Grants will be available to primary and secondary school teachers of French in England and Wales to enable them to attend courses at French University Centres during the Summer, 1976. The grant will cover tuition, meals and accommodation, but NOT travel to and from France.

Teachers in maintained schools are invited to write to their employing Authority for details of the scheme and application forms, quoting DES FEA letter 17/75. Completed application forms should be returned to the local education authority. (This procedure has been agreed with the D.E.S.)

Teachers in independent and direct grant schools are invited to write to the Service Culturel (Stages d'Eté), 22 Wilton Crescent, London S.W.1, for details and application forms.

All applications should reach the Service Culturel by 19th March, 1976.

MUSIC SCHOLARSHIPS

Music Scholarships up to the value of £300 p.a. and including free musical tuition and Exhibitions giving free musical tuition will be offered to boys between the ages of 11 and 14 years on 1st September, 1976.

Candidates should show proficiency on a musical instrument (preferably an orchestral one) and should meet the School's academic requirements. The examination for 1976 will be held in May.

Full details from the Headmaster, Lord Wandsworth College, Long Sutton, Basingstoke, Hants, or from the Director of Music.

OXFORD

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Education Department, Kingsway, Cardiff.
F. J. ADAMS, Director of Education

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HOFFMAN. — On 20th January, 1976, Edmund Theodore Hoffman, Principal Emeritus of Tottenham College of Technology. Funeral 11.30 a.m., Monday, 9th February, in the Lady Chapel, Westminster Cathedral. No Flowers, donations if desired to Saint Vincent de Paul of 24 George Street, Marylebone London, W.1.

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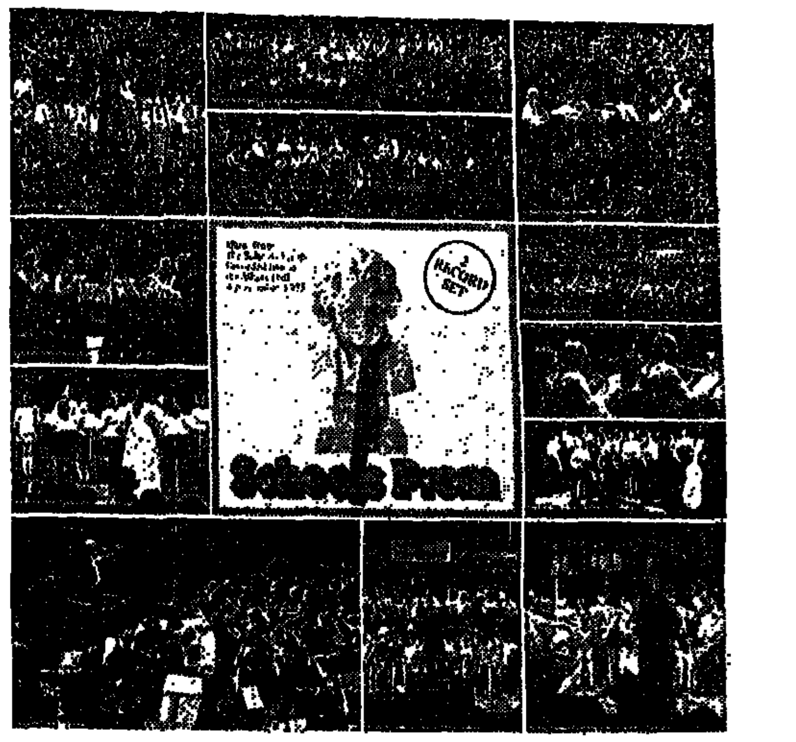

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